



**A STUDY ON TEACHERS' TECHNIQUES
IN DELIVERING QUESTIONS IN FOUR ENGLISH SKILLS
DURING CLASSROOM INTERACTION**

THESIS

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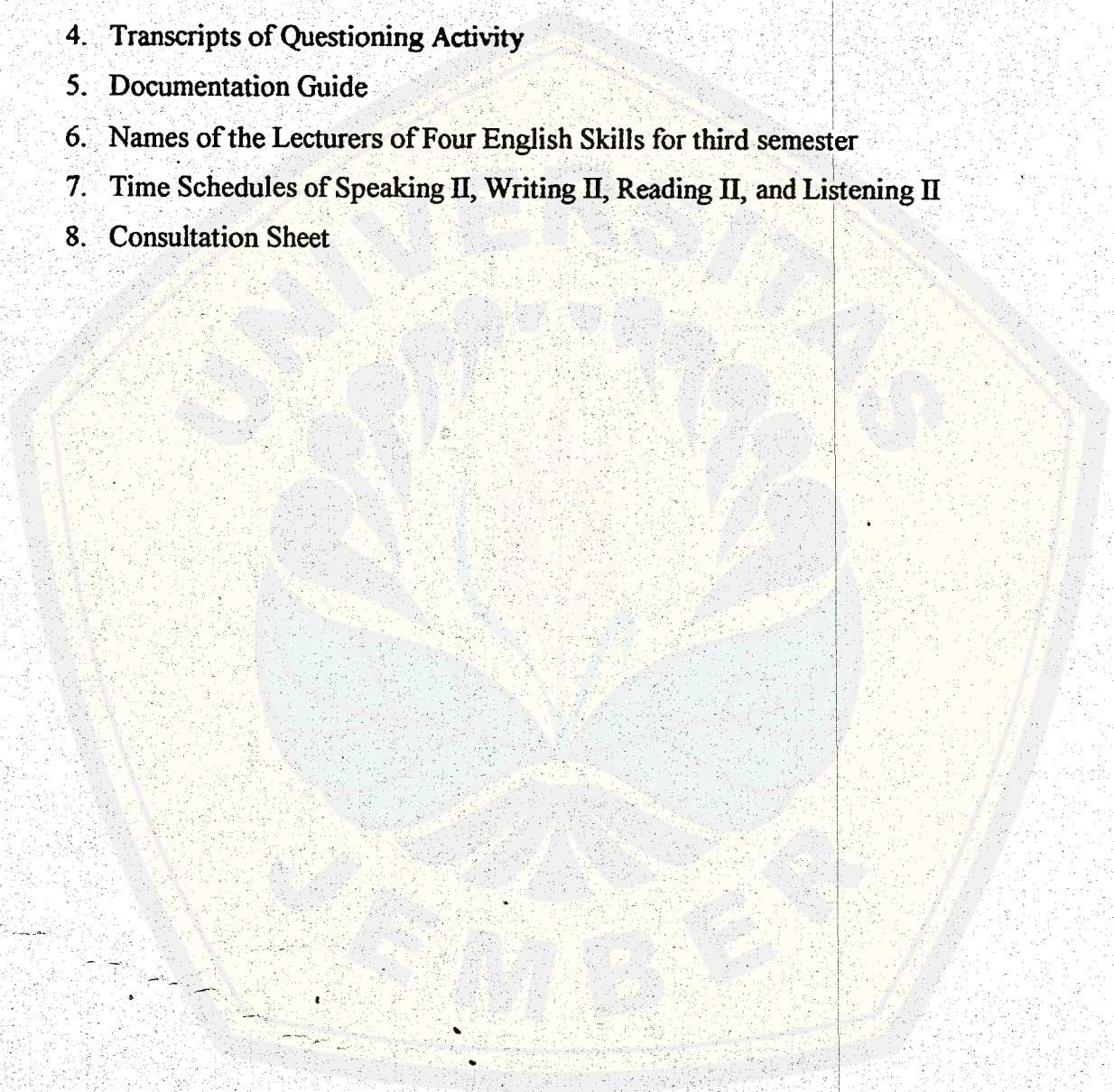
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ABSTRACT

Lestari Meidya Rahayu, December, 2005, **A Study on Teachers' Techniques in Delivering Questions in Four English Skills During Classroom Interaction**, English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University

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Questions are essential because teachers can conveniently and effectively use them to engage students' thinking about issues, problems, and topics under discussion. The teachers' effectiveness as a questioner depends not only on devising on good questions, but also on the way questions are asked. Effective application of a series of questioning techniques can make the difference between a class of students who are passive, confused, frustrated, and mentally unchallenged, and a class of students who are active, stimulated, and reflective. This research was conducted at English Education Program, Faculty of Teacher Training and Education, Jember University. The problem of the research is what are the teachers techniques in delivering questions in four English skills during classroom interaction. The objective of the research is to describe the teachers' techniques in delivering questions in four English skills during the classroom interaction. The respondents of the research was the lecturers of four English skills for Speaking II, Writing II, Listening II, and Reading II in third semester for 2003 level of students. The data were collected by observation and documentation. The data was analyzed by using descriptive analysis. The research result showed a broad picture of teachers' techniques in delivering questions in classroom interaction that they used some techniques in delivering questions in each session of questioning activity during classroom interaction. Firstly, teachers phrased the questions well to the ability level of the students. Secondly, teachers rarely adapted questions. Thirdly, teachers asked questions sequentially. The sequences of questioning started with lower level questions and progressed to stimulating higher level thinking. Fourthly, teachers did not balance questions at a variety of levels. Questions were primarily engaged in convergent thinking to have the students to recall or recognize information and demonstrate understanding of the material given. Fifthly, teachers rarely probed initial student's response to questions. Sixthly, teachers used purposively wait time after asking questions and after students' responses. Seventhly, teachers rarely used questions to encourage students' involvement by balancing responses from volunteering and non volunteering students. Teachers chose to give the same chance to all students first or volunteering. Finally, teachers rarely requested students to ask questions. Based on the research results, teachers are suggested to develop the techniques in questioning especially in encouraging students to formulate questions in order to the students become more actively involved in the teaching learning process.

I. INTRODUCTION

1.1 Background of the research

Teaching has been defined as an attempt to help someone acquire or change some skill, attitude, knowledge or appreciation. In other words, the teacher's task is to create or influence desirable changes in behavior or in tendencies toward behavior in his students (Brown et.al, 1985:2). The main instructional objective in the teaching of English is to help the students have good mastery of the four language skills, reading, writing, speaking, and listening. In English Education Program of Faculty of Teacher Training and Education, Jember University, the four language skills were delivered in four different courses which are reading class, writing class, speaking class, and listening class. The class should involve the students in language activities using English, in this way, the students are expected to be able to learn based on the objective of each class in which they are expected to be able to read, to write, to speak, and to listen to the target language. To reach this goal, there should be certain interaction between teacher and the students.

Teachers are generally characterized as the controller to most of what is said and done in classroom during the interaction with the students. Part of this control comes from the special status of the teachers that a teacher is a person who teaches. In doing their job, teachers should concern, develop, and try to improve the way in which they use the language to control classroom interaction. The teachers' control of communication determines how, when, where, and with whom language is used in the classroom. Of course, it will also depend on how students interpret and respond to what the teachers say and do (Johnson, 1995:16). The most basic way teachers stimulate interaction, thinking, and learning in the classroom is through the use of questions.

Questions are essentials because teachers can conveniently and effectively use them to engage students' thinking about issues, problems, and topics under discussion. Wilen (1991:200) stated that the teacher's effectiveness as questioner depends not only on devising good questions, but also on the way

the questions are asked. Effective application of a series of questioning techniques can make the difference between a class of students who are passive, confused, frustrated, and mentally unchallenged, and a class of students who are active, stimulated, and reflective. A teacher will have his/her own ideas about the way he/she delivers the question to handle classroom interaction.

Referring to that consideration, the researcher wants to conduct a research entitled "A Study on Teachers' Techniques in Delivering Questions in Four Skills during Classroom Interaction".

1.2 Research Problem

Based on the background, the research problem can be formulated as follows: "What are the teachers' techniques in delivering questions as they interact with the students in classroom?"

1.3 The Objective of The Research

Based on the research background and the research problem, the objective of the research is to describe the teachers' techniques in delivering questions in classroom interaction of four English skills.

1.4 The significance of The Research

It is expected that the result of this research will be useful for the following people:

1. For the English Teacher

Hopefully, the English teachers can select and improve their ways in delivering questions in classroom interaction.

2. For other researcher

It is expected to be useful input for other researchers to conduct similar study and it can be used as consideration to choose the similar study.

1.5 Operational Definition

As a guideline to avoid misunderstanding between the writer and the readers about the ideas of the terms used in this title, there are two terms to be clarified, namely, teachers' techniques in delivering questions and four English skills class, and classroom interaction.

1.5.1 Teachers' Techniques in Delivering Questions

Techniques of questioning meant to the teacher's ways of handling classroom interaction using questions to stimulate students thinking and participation. They are questioning phrasing, adapting questions, questioning sequence, balancing questions, probing responses, using questions to students' participation, using wait time, and encouraging students' questions.

1.5.2 Four English Skills Class

Four English skills class was Writing II, Speaking II, Listening II, and Reading II classes.

1.5.3 Classroom Interaction

Classroom interaction meant the interaction between teacher and students in questioning process/ question and answer activities during the lessons.

II. REVIEW RELATED LITERATURE

This chapter highlights the related literature to the research. This chapter includes classroom interaction, teachers' use of language during classroom lessons, the verbal communication, the non-verbal communication, techniques of questioning, and the teaching of four English skills.

2.1 Classroom Interaction

Rivers (1987:4) says that we achieve facility in using a language when our attention is focused on conveying and receiving authentic messages that contain information of interest in a situation of importance to us. This condition is called interaction. As Well (in Rivers, 1987:4) expresses it: "Exchange is the basic unit discourse....Linguistics interaction is a collaborative activity "involving" the establishment of a triangular relationship between the sender, the receiver and the context of the situation (the context of the messages is part of the 'situation')". The interaction can be in the form of spoken or written communication.

Interaction involves not only expressions of one's ideas but also comprehension of those of others. One listens to others, one responds (directly or indirectly), others listen and respond. Participants workout interpretations of meaning through this interaction which is always understood in a context with non-verbal action adding aspects meaning beyond the verbal action (Rivers,1987:4).All of this factors should be present as students learn to communicate such as listening to others, talking with others, negotiating meaning in a shared context. From these examples, we can conclude that because of an interaction between a person to another, there is a communication. In other words, in communication, there must be an interaction between people who have something to share.

In a classroom, there are always interactions between a teacher-a student and a student-a student. Classroom interaction is the interaction that happens in a classroom. There are two main types of classroom interactions that can be

identified. Firstly, teacher-student interaction. Secondly, student-student interaction (Rivers, 1987:4).

Teacher-student interaction is an interaction that can be seen in most teaching learning situation since a teacher is a person who teaches. Chaudron (1988:121) states that this interaction allows a greater variability and mutual constructed meaning by the teacher and the students. Conversations and instructional exchanges between the teacher and the students provide the best opportunities for the students to exercise target language skills, to test out their hypotheses about the target language skills, and to get useful feedback. The negative side of teacher-student interaction is that this interaction can lead to teacher direction and domination of the interaction. The lack of intention or negative functional treatment will at least not promote, and may inhibit, students' progress to learn the target language. Rivers (1987:4) says that for the genuine interaction, language learning requires individuals, teachers as well as students, to appreciate the uniqueness of other individuals with their needs. The teachers as well as the students should not manipulate or decide how they can or will learn, but encourage them, educate them, and build up their confidence and enjoyment in what they are doing.

Johnson (1995:112) finds that student-student interaction generally creates opportunities for students to participate in meaning-focused communication, to perform a range of language functions, to participate in the negotiation of meaning, to engage in planned and unplanned discourse, to attend to both language forms and functions, to assume differing roles in interaction, and to initiate or control the topic of discussion. On the contrary, Johnson (1990) (in Johnson, 1995:112) states that student-student interaction represents off-task behavior, discourages achievement, and lead to classroom disruptions. Student-student interaction is an important dimension of classroom communication that should not be underestimated and overlooked. Student-student interaction, if structured and managed appropriately, can play an important role in students' cognitive development, educational achievement, and emerging social competence. It can enhance students' abilities to work collaboratively. It

encourages collaborative rather than competitive social relationship among students. In this research, teacher-student interaction is the main concern dealing with the research problem.

2.2 Teacher's Use of Language during Classroom Lessons

Casden, as quoted by Johnson (1995:17), describes classroom lessons as classroom speech events with specialized rules and expectations concerning the appropriateness of teachers' and students' communication behavior. Mehan, Sinclair and Coulthard (in Johnson, 1995:17) state that the underlying structure of classroom lessons generally consist of a sequence of acts, namely, an initiation act, a responsive act, and an evaluation act (IRE). The IRE sequence represents the most basic interactional sequence of classroom lessons. The most basic interactional sequence of classroom lessons is the teacher initiates a question, the student responds, and the teacher provides an evaluation.

Mehan et. al. (in Johnson, 1995:17) states that the sequence exists within three broader phases that make up the overall structure of classroom lessons. These phases include an opening phase, an instructional phase, and the closing phase. An opening phase serves to orient the students to the content to be taught as well as providing procedural information about how they will be expected to participate in the lesson. An instructional phase contains topically related sets, or instructional activities that focus on specific aspects of the content being taught. The closing phase provides both informative and procedural information about what student will be expected to do with what they already have learned.

Transcripts of language lessons can illustrate the way in which teachers' use language to control the patterns of communication in second language classroom. This excerpt is taken from Johnson (1995:18). The teacher led an intermediate English as a second language class in a substitution drill designed to teach the correct usage and form of comparative and superlative adjectives. The setting is a secondary school. The teacher stated goal for this lesson is to enable his students to recognize the grammatical forms of comparative and superlative adjectives and to be able to use them correctly to complete a substitution drill.

Two students, Bin and Tomo, were attempted to complete the following drill by inserting the underlined words based on cues given in the textbook.

It's warm this evening

Yes, the evenings are getting warmer

I think the warmest it has ever been

No.	Teacher	No.	Student
1.	"OK, let's try number one. Bin?! Yes, why don't you start and Tomo will follow. Go ahead, try it...Number one".	2.	Bin: "It warm this evening".
		3.	Tomo: "Yes, the evening are getting warmer".
		4.	Bin: "I think, it get warmest this evening".
5.	"OK. How could we change that a little bit?".	6.	Bin: "Getting warmest?".
		7.	Tomo: "The warmest?".
8.	"Let's take out "getting". Let's not use the verb "get", alright?"	9.	Bin: "It get warmest".
10.	"Let's just say...let's take out "getting", let's say,"It's the warmest it's ever been"...It's the warmest spring". How does that sound?".	11.	Bin: "OK".
12.	"Let me write down...(T writes on the board: The	13.	Bin: " Getting warmer".

	evening are getting warmer) Well, let's see what you get".			
14.	"Now, maybe we can look at this sentence and see how we can change it to make it better... OK, let's take out the word "get", OK, because remember in the second sentence of our dialogue, we use "getting" with the comparative, so for example...	15.	Bin: "Getting warmest".	
16.	"The evenings are getting warmer".	17.	Bin: "Getting warmer".	
18.	"OK, warmer...Is that the comparative or the superlative?"	19.	S _s : "Comparative".	
20.	"Comparative, OK? Alright, "getting" is the verb, what does that "getting" mean?"	21.	Bin: "Getting warmer".	
22.	"What does getting mean?"	23.	Tomo: "Starting".	
24.	"Starting, maybe becoming".	25.	Vinny: "Beginning to".	
26.	"Beginning to, alright, so they are in the process of becoming, they're changing to the point of being warmer... They are becoming warmer".	27.	Bin: "Evenings getting warmer".	
28.	"OK, evenings alright...Now, let's put in the superlative	29.	Bin: "Evenings getting warmer".	

	here... We'll go from this one, "The evenings are getting warmer"...to this one, "It's the warmest it's ever been".		
		30.	Tomo: "It's the warmest it's ever been".
		31.	Bin: " It's the warmest".
32.	"Right, here we get the superlative, right? So, what is the meaning of this sentence with the superlative?"	33.	Bin: "Warm".
34.	"What does "it's" stand for? Or, " it has"?"	35.	Bin: " Warmest".
		36.	Tomo: " Evening".
37.	"OK, the evening, this particular evening, that we are talking about is the warmest ever, it's ever been before, it's one hundred degrees, so it's the warmest it has ever been".	38.	Tomo: "It's the warmest it ever been".
		39.	Bin: " Wow! One hundred ten? No...Here one hundred ten! Too hot!"
40.	"Bin?"	41.	Bin: " It the warmest, warmest it ever been".
42.	"All right, good...Let's go on ...Look at number two!"		

It is clear that the teacher-student exchanges in excerpt to follow the IRE sequence. In almost every exchange the teacher provides an initiation, a student responds, and the teacher evaluates that response.

In this example, the teacher attempted to teach a specific grammatical rule using a substitution drill; therefore, his language controlled not only the content being communicated but also the structure of that communication. To control the content of the lesson, the teacher not only used grammar terminology, but he also expected his student to use this terminology. For example, in turn 14, the teacher explained, "OK, because remember in the second sentence of our dialogue, we use 'getting' with the comparative, so for example....." Bin continued to answer incorrectly. The teacher asked in turn 18, "Is that the comparative or the superlative?" and several students respond in turn 19, "Comparative." Nowhere in this excerpt Bin actually used the words "comparative" and "superlative," and given that almost every attempt he made was incorrect, it seems doubtful that he actually understood the meaning of the grammar terminology. The teacher also controlled the content of the lesson through the types of questions he asked. In the first strategy, *prompting questions*, the teacher's question serves to orient the students to the context of the question and provide some indication of how it should be answered. For example, in turn 32, "Right, here we get the superlative, right? So, what is the meaning of this sentence with the superlative?" This question acted as a cue for Bin to answer using the superlative form of the adjective; however he missed the cue and instead answered in turn 33, "Warm." Since Bin's answer was not what the teacher was looking for, the teacher used a second strategy, *probing question*, which involved rephrasing the question so that it was less complex and more specific. In turn 34, the teacher's probed question, "What does 'it's' stand for? Or, 'it has'?" is an attempt to help Bin produce the correct answer. Although Bin's response was still incorrect, Tomo appeared to understand the probing question and answered in turn 36, "Evening."

The teacher acted as an informant, providing specific information to complete the instructional task, while at the same time restricting their use of that

information to an established structure. To maintain informant role, he chose to exert a greater amount of control over the patterns of communication during the lesson.

Teacher's control of the patterns of communication appeared to influence the extent to which students used language during the lesson. The students' language was limited to one or two word responses, and generally vocabulary was taken directly from the drill. There are two examples in which the students' responses varied from the vocabulary given in the drill. The first occurred in turn 20, when the teacher asked, ".....*what does that 'getting' mean?*" Tomo and Vinny offered, "*starting*" and "*beginning to.*" The second occurred in turn 39, where Bin offered, "*Wow! One hundred ten? No here, one hundred ten! Too hot!.*" which is followed by a negative evaluation from the teacher.

This example is only one of the examples of teacher's use of language during classroom lessons. Individual teachers will vary in the ways in which they control the patterns of classroom communication. This may be caused by the differences in teachers' pedagogical purpose in leading to differences in how they use language to control the patterns of communication.

2.3 Verbal Communication

Verbal communication is a communication in the form of verbal or the actual words spoken to communicate with others (in Dsouza, 1981:43). There are two types of verbal communications that can be seen in the teaching learning process, explanations and questions. Explanations are commonly used by the teachers to teach students the target language. Questions are usually used by the teachers when the teachers want to evaluate the students' progress. Hence, the difference between explanations and questions is that explanations usually deal with teachers' domination of classroom activities, on the other side, through questions. Teachers can invite the students to join the classroom activities.

The force of a question is (on the whole) an attempt to elicit a particular kind of answer (Levinson, 1979: 377). It can not be denied that questions play an important role in a classroom activities. Questions are an invaluable resource in

the classroom interaction. Firstly, questions require answers, a question need participation. Secondly, questions provide feedback, questions can be used to test the knowledge acquired in particular. Thirdly, questions allow the pupil to express the location of any puzzlement he may feel (Levinson, 1987: 378).

In addition, teacher's questions constitute a primary means of engaging learners' attention, promoting verbal responses and evaluating learners; progress (Chaudron, 1988: 126). From this point of view, it is clear that questions are really useful in teaching learning process to promote a greater interaction between the teacher and the students. As have been stated before that questions require an answer, questions need participation. Participation from the teachers and the students during classroom lesson will show the interaction itself.

2.3.1 Types of Questions

Based on the fact that there are differences on cognitive levels of questions and that a relationship between questions and student's thinking exists, Gallagher and Aschner's (1963) make a classification scheme for identifying and devising cognitive levels. The levels of question classification have been categorized as *convergent* and *divergent questions*. *Convergent questions* serve the important purpose of determining students' basic knowledge and understanding, and are the basis for subsequent higher-level thinking. *Divergent questions* serve the purpose of requiring students to process what they have learned by thinking critically, creatively, and evaluatively. Students need opportunities to practice higher forms of thought if they are expected to become independent and reflective thinkers.

The following are the category system made by Wilen et. al. (1996) based on the probability that teacher's intention and expectations will be congruent to students' performances as noticed in their responses:

Level I- Low-Order Convergent: A teacher's intention is to have students to recall or recognize information. Emphasis is on memorization and observation. The students define, recognize, quote, identify, recall, and answer "Yes" or "No."

Example questions: *Who invented the sewing machine? How many colors are on the chart? What is the definition given in your book of photosynthesis?*

Level II-High-Order Convergent: A teacher's intention is to have students to demonstrate understanding and apply information. The students describe, compare, contrast, rephrase, summarize, explain, translate, interpret, relate, apply, use, provide an example and solve.

Example questions: *What is an example of cooperation in your home? How are these numbers related? How would you solve this problem using the accounting procedure we just discussed? In your own words, according to the story, how did Tom Sawyer convince his friends to whitewash the fence?*

Level III-Low-Order Divergent: A teacher's intention is to have students to think critically about information, ideas and opinions. The students discover motives, reasons, or causes; draw conclusions, inferences, or generalizations; provide evidence or support for conclusions, inferences, or generalizations.

Example questions: *Now that you have completed the experiment, what is your conclusion about why the substance became denser? Why do you think the girl ran away from home? What evidence can you provide to support your view that the constitutional power of the president has diminished over the years?*

Level IV-High-Order Divergent: A teacher's intention is to have students to perform original, creative, and evaluative thinking. The students produce original communications, make predictions, propose solutions, create, solve lifelike problems, speculate, construct, devise, write, design, hypothesize, synthesize, develop/judge ideas and problem solutions, express opinions, and make choices and decisions.

Example questions: *How would you rate the effectiveness of the Environment Protection Agency? What is a good title for this story? How*

can we raise money to support the recycling center? What is your favorite orchestral instrument?

Those levels of question are used to describe teacher's questions in corresponding to students' performance and their responses to teacher's questions.

2.3.2 Sentence Structures Used in Questions

As a part of language system, grammar plays an important role in the structure of a question to express one's meaning. Nunan (1999:97) defines grammar as an analysis of the structure of a language, either as encountering in a corpus of speech or writing (a performance grammar) or as predicting of a speaker's knowledge (a competence grammar). Furthermore, he states that a contrast is often drawn between a descriptive grammar, which provides a precise account of actual usage, and a perspective grammar, which tries to establish rules for the correct use of language in a society.

Sentence structure is the structure of the sentence. The following section is the sentence structure used in questions; questions, question words, indirect question, and rhetorical questions. In this research, the researcher focuses the discussion on questions that are delivered to the students in a classroom interaction.

2.3.2.1 Questions

Three basic principles operate in changing statements to questions.

- a. With the simple present and past tense forms of be: The verb- *is, am, are, was,* and *were*- is placed before the subject.
 1. Is he a student?
 2. Was he a student?
- b. With simple present and past tense forms verbs other than be: The original verb is first changed to **do (does)** or **did** = the simple form of the verb. Then **do (does)** or **did** is placed before the subject.
 1. Do you want to answer this question, Rendy?
 2. Does he like English?

3. Did he study English?

c. With the construction of auxiliary + principal verb: The auxiliary is placed before the subject.

1. Will he be a doctor?
2. Can he drive a car?
3. Have you done your work?

2.3.2.2 Question words

Question words are words that begin questions. Question words include *who*, *whom*, *whose*, *which*, *why*, *what*, *where*, and *how*. The question words are used in questions to show what kinds of information is wanted. We use *who*, *whose*, and *whom* for persons. *Whose* is used for possessors. *What* is used for both things and persons of a limited number. *When* is used to ask time, *where* about place, *how* about way or manner and *why* asks for a reason.

1. Who said that?
2. Why are you laughing?
3. What time is it?
4. Where does she live?
5. How many book do you have?
6. Whose bag is it?
7. Etc.

2.3.2.3 Indirect Question

Indirect questions are questions in which there are some changes from the direct questions. These changes are: 1) The questions 'mark in Direct Questions always disappear in Indirect questions, 2) In Direct questions, the subject comes after the verb. In Indirect Questions, we place the subject before the verb.

1. Tell me when you are leaving for Singapore.
2. She wanted to know whether I had a driver's license

2.3.2.4 Rhetorical Questions

Rhetorical questions are questions that do not expect an answer, the speaker and the listener already know the answer. Rhetorical questions are used as a way of drawing attention to something. The questions may appear to seek information when in fact the information is already known or they may appear to merely seek information when in fact they seek information, and so on.

1. Do you know what time is it? (= you are late)
2. What do you think you are doing?

(Taken from *Grammar in Use* and *Practical English Usage*)

2.3.2 Questioning Strategies

In questioning, there will be some strategies used. Such a theory has been given by Brown and Levinson (1978) to describe the strategies of this verbal interaction called as politeness. Brown and Levinson's account is based on the notion that politeness is the attempt to avoid face threatening action where face is the public self image that every member of the culture wants to claim for himself or herself (Goffman, 1967). There are two types of face, *negative* and *positive*. *Negative face* is "the basic claim to territories, personal reserves, rights to non distraction i.e. freedom of action and freedom for imposition". *Positive face* is the "positive consistent self image or 'personal' (crucially including the desire that this self image be appreciated and approved of) claimed by interactants" (Brown and Levinson (1978:66). These two types of face give rise to the two types of politeness, also called *negative* and *positive*. *Negative politeness* attempts to minimize the degree of trespass to the addressee's autonomy. *Positive politeness* attempts to minimize the distance between speaker and addressee so that the speaker's and addressee's desires appear to be the same. Brown and Levinson also identify a third class of strategies for politeness called off record strategies. These are the modes of indirection that permit speakers to avoid being held accountable for what they intend to convey. Linguistics realizations of off record strategies

include metaphor and irony, rhetorical questions, understatement, tautologies, all kinds of hints as to what a speaker wants or means to communicate.

2.4 Non-verbal Communication

Usually we think of language primarily only in terms of words we say or write, whereas, we ignore the very significant role played by non-verbal action. Non-verbal action relates to how people speak, move and hand gesture.

Many of us are not consciously aware of non-verbal activities although they are important aspects that are required in the communication action. The non-verbal action is used to support the verbal action to make the communication meaningful. For example: the teacher says "*Look at this diagram*" as he points to the board. Here, the teacher controls the direction of students' attention by using gesture as he points to the board. The teacher uses verbal and non-verbal action together.

The following examples are two examples of non-verbal actions: intonation and kinesics. The detailed illustration will be given below.

2.4.1 Intonation

Intonation patterns are the tunes that accompany our speech. These tunes carry important messages about the speaker's attitude to subject and audience (Haliday in Dsouza, 1981:43). Intonation patterns also help to organize the meaning of the sentence. They are part of the grammar of the language. For example: the sentence '*Let's move on to the what we called the procedure*'.

Speakers who speak in a continuous monotone are not only boring, they are failing to communicate on a major part. Without communication on this part, the organization of a sentence is difficult to follow. Briefly, it can be said that intonation is a key to meanings as well as feelings. For example: the question "*What did you say?*" might convey a threat, enthusiasm, or uncertainty, depending on the way it is said.

2.4.2 Kinesics

Kinesics is another useful term to describe a kind of non-verbal action. It refers to the use of gestures, facial expressions and body movement to communicate (Dsouza, 1981, 59). For example, teachers may convey enthusiasm by snapping the fingers, or clapping hands, or smiling and nodding. In addition, Florio and Schultz (in Johnson, 1995: 42) say a teacher's body movement has been found to have symbolic meaning to students and signals what is and is not acceptable during classroom interaction. For example: shaking her or his head to show disagreement.

2.5 Techniques of Questioning

Wilén (1991: 200) says that the teacher's effectiveness as a questioner depends not only devising good questions, but also on the way the questions are asked. The skillful application of questioning techniques is essential if the questions are to serve the purpose for which they are intended. Effective application of a series of questioning techniques can make the difference between a class of students who are passive, confused, frustrated, and mentally unchallenged, and a class of students who are active, stimulated, and reflective.

The following is a list of questioning techniques outlined from a variety of sources on questioning in Wilén (1991).

1. Questioning phrasing

Questions need to be phrased clearly to communicate response expectations precisely to students. Vague or ambiguous questions self-evidently lead to students confusion and prolonged frustration if the practice becomes a regular occurrence. A vague question such as "*What about the law Congress passed?*" forces students to try to guess what the teacher wants rather than thinking of and formulating a direct response to the question. This occurs as two or more uninterrupted and often incomplete questions are asked in a series. Frustration develops as students try to guess which question to answer. This implies that key questions need to be planned because these are often on a higher cognitive level. Divergent questions need more planning because of

their difficulty. This also implies that teachers may need to acquaint students with the different levels of questions to increase the probability that expectations might be communicated more clearly.

2. Adapting questions

Questions need to be adapted to the language and ability level of the class and, in many cases, individual students within the class. Most classes are heterogeneously grouped, so questions need to be phrased in natural, simple language to increase the probability that they will be understood by all. Within classes, language will need to be simplified for slower students or certain mainstreamed students and made more thought provoking for gifted students. A question for a lower ability students might be, "From the article you have just read, how does the demand for a product affect its supply?". To higher ability students, the question might become, "Going beyond the article a little, how does price affect supply and demand, and at what point is market equilibrium reached?". An important implication for teachers is the need to know their students to adjust their questions and thereby increase comprehension.

3. Questions sequence

Asking questions in a planned and patterned sequence, particularly in preparation for guided and reflective discussions, will enhance student thinking, comprehension and learning. Random questioning rarely communicates a clear focus or intent. The primary factors influencing the choice of question sequence include the objective of the lesson, ability level of the students, and prior knowledge and understanding students have of the content being discussed. Some sequences will begin with lower level questions and will progress to stimulate higher level thinking. Other will start with higher level question and stay there. Asking lower level questions will quickly determine the extent to which they understand the content. For example, consider the following episode: After having the students read an article o proposed changes in immigration laws, the teacher asks the question, "Should the United States permit the immigration of unlimited numbers of

refugees from war torn countries?”. Students give minimal support for the opinions they express. The teacher then asks these review oriented questions: *“What is the number one problem the author associates with immigration?”* and *“What do the current immigration laws say about refugees from nation involved in war?”*. Accordingly, if teachers intend to ask questions, they should plan the pattern of those questions, particularly those at higher cognitive levels.

4. Balancing questions

Balancing questions designed to stimulate thinking will enhance the possibility that a greater range of student cognitive abilities will be developed. Research has demonstrated that teachers at all levels tend to ask predominantly lower level questions, with an emphasis on Level I convergent questions. Convergent questions should serve the purpose of determining students’ basic understanding so they can apply their knowledge by engaging in subsequent higher level thinking. Critical and creative thinking is stimulated with divergent questions.

5. Probing response

Students sometimes lack skill and confidence in expressing themselves at the higher cognitive levels. Resulting responses to questions can be ambiguous, incomplete, or superficial. In these cases teachers need to follow up with probing questions or comments to encourage students to complete, clarify, expand, or support their answers. Probes are often useful to encourage students to elevate thinking to higher cognitive levels. Comments beginning with such phrases as *“What if”*, *“Suppose”*, or *“How about”* are common during discussions in which teachers are challenging students’ thinking. Probably the most common probes during discussion are those that request students to support their points of view, opinions, or judgment with evidence from internal or external sources. Comments such as *“Why”*, *“What evidence do you have?”*, and *“How can you support your view?”* are common in reflective discussions. This mean that learners’ initial responses to questions must be heard before probes can be used.

6. Wait time

Students require more time to formulate thoughtful responses, particularly during discussions, because of the complexity of thinking required by teachers' divergent questions. Rowe as quoted by Wilen (1996:204) stated that although students need more time to think, research shows that teachers wait only approximately one second after asking a question before calling on a student and one second after a student responds before probing the response, rephrasing the question, redirecting to another student, or providing the answer. Teachers can use wait time at least two different ways to increase the probability that the students' responses will be more acceptable. First, post question wait time, is the pause after a teacher asks a question and before a student responds, and the second, post response wait time, is the pause after a student responds and before the teacher reacts.

7. Use questions that encourage student participation

It can be increased by balancing responses from volunteering and non-volunteering students, redirecting initially unanswered questions to other students, and encouraging student-student interaction. Another useful approach to stimulate a response and thinking is to direct one question to several students. The redirection could be prompted by an unanswered question, an incorrect response, or a desire to get additional responses to students. Redirection can involve volunteering and non volunteering students. Participation during discussions, particularly, can be stimulated by encouraging students to interact with each other. Sometimes there is a delicate balance between teacher intervention and teacher facilitation. "*Jim, how do you react to Mary's point of view that The Cathter in the Rye is an example of pornography?*" is one way to stimulate students-students interaction. Most interaction is of the teacher-student-teacher type. Students-student interaction involves more students, increasing the probability of a great diversity of ideas, perspectives, and judgments that are appropriate during a discussion. Thus the way interaction is encouraged and conducted communicates expectations to

the students. More students will get involved in interaction if they are encouraged by the teacher.

8. Encourage student questions

Students generally expect to answer questions in most classes, not to have to ask them. They rarely ask questions, except when they do not understand something or need more information. Students should be encouraged to formulate questions because they become more active involved in the learning process.

2.6 The Teaching of Four English Skills

The most essential verbal communication skills necessary in English are speaking, writing, listening, and reading. Speaking and writing may be regarded as more relevant to the communicator, and the last two to the receiver.

Teaching has been defined as an attempt to help someone acquire, or change some skill, attitude, knowledge, ideal, or appreciation. The goal of teaching of four English skills is to bring out the desired learning in students that is the students are able to speak, to write, to listen, and to read.

Hughes (1989:101) stated the objective of speaking ability skill is the development of the ability to interact successfully in English, and that involves comprehension as well as production. In speaking, students are required to be able to ask and answer questions and participate in simple conversations or discussion, for example: how to express thank, requirements, opinions, comment, attitude, confirmation, apology, want/need, information, complaints, reason; to elicit information, direction, service, clarification, help, permission; to direct order or instruct (how to persuade advice, and warn). There are some ways of structuring talk for learning in the Speaking classroom. The examples are as follows:

a. *Talk partners*

This strategy can be used to include all students in a whole class discussion situation. Instead of asking a question or posing a thought for discussion in order to elicit views to start a topic, ascertain what the student knows. Ask the question but explain that you do not want hands-

up answers. Instead, allow time for all members of the class to discuss the question with the person sitting next to them – a talk partner. Discuss the topic for a given time and then ask for feedback into the whole class situation. Students will then have had chance to think through their views, gaining practice in expressing their ideas to one person and becoming more prepared to offer spoken response in a large group situation.

b. Brainstorm

This is a popular method of initiating a topic and generating ideas and opinions. It is based on free flow association of ideas where students offer words, phrases, ideas in connection with a particular subject. This may begin as a whole class activity based on voluntary responses or short word, phrase or sentence from each individual. The teacher may simply receive these as oral offering without discussion, or record them on the board for future reference. Small groups can then be formed to brainstorm the topic, or to select a particular idea to follow through. The idea is to collect quick, short responses, valuing the contribution of all members of the group.

c. Role play

This structure is based on the sharing of ideas and active discussion. The class is divided into groups with a particular assignment. This could be to discuss a poem, an aspect of a novel, or play what they are studying, or any issue. After given amount of time, the group should summarize the key point of their debate, issues arising, questions remaining unanswered. One person from the group is chosen to act as the leader. All the leaders move groups and report the discussion of their original group to the new group. This may continue until all leaders have visited all groups, although this is time consuming and may not be necessary, depending on the task. The leader then returns to be original group with new knowledge gained, questions answered, different views.

d. Oral Presentation

Students are expected to give a short talk on topic has been given. The teacher then initiate question and act as a moderator to involve other students participation to ask a question to that student.

In writing, students are required to be able to write a paragraph or an essay to describe, explain, compare and contrast, and argue for. Students are more motivated if they are asked to write with a genuine say in what they are to write about and if there is a genuine purpose for writing. For instance, teachers need to help students identify situations where they can write to appropriate people- such as local politicians- to express their own views on genuine local issues. They can be encouraged to write to a newspapers, magazines and television as an outlet for their views. The students then recalled in presenting their writing to the class, and the teacher can evaluate the writing by questioning them to know the 'mistakes' of their writing. This is the mostly activities used in writing classroom.

Listening is not just a matter of hearing sounds but it involves catching the patterns of thought and giving meaning to the words or phrases. It implies that listening involves comprehension or understanding. The objectives of teaching listening are students are able to listen for specific information, to obtain gist of what is being said, to follow directions, to follow instruction, to interpret intonation patterns, for example: recognition of sarcasm, to recognize function of structures, such as: interrogative as request, for example, 'Could you pass the salt?'. In most Listening classroom, teachers chose to play a tape that typically contain chunks of spoken language which take three and seven minutes to play. The playing of the tape is sometimes intended to be prefaced with some remarks on its content' and occasionally, by explanation of some 'difficult' vocabulary items which will be encountered in the text. The students are then expected to listen to the tape (about two or three times). It is normally the case that they are then required to answer a series of questions on the factual content of the text. Often these questions are presented as multiple choice questions. In some cases, the student has a written transcript of the text which he/she can refer to. In others, he/she is expected to remember what it is that he/she has heard. The questions are

typically evenly distributed throughout the text, usually at intervals which correspond to every three or four lines of a written transcript of the tape.

Reading is a selective process taking place between the reader and the text, in which background knowledge and various types of language knowledge interact with information in the text to contribute to the text comprehension. Reading skills involves skimming text to obtain the gist, scanning to locate specific information, understanding main ideas and important detail, understanding inferred meaning: understanding text by going outside it, for example, *by making inferences; deducing meaning of lexical items for morphology and context; understanding communicative functions without explicit indicators*, distinguishing fact from opinion, recognizing attitude to reader and topics, for example, persuasion or explanation, understanding concepts (grammatical notions) such as: *cause, result, purpose, comparison*, understanding syntactic structure of sentence and clause, understanding discourse markers, and understanding lexical and/or grammatical cohesion. There are three part of reading. The following are the strategies designed to develop skills of reasoning and self questioning in understanding the text:

a. Cloze procedure

We can select a section of text and delete certain words. Read the passage aloud and share with students for the missing words. Ask the students then predict the most appropriate words to fill in the gaps, either individually or in groups. This task can be differentiated according to the needs of students. A jumbled list of possible words could be supplied to support less able students. Predicting the missing words and then comparing their version with the original provides the need to reason and understand the function of words within a sentence and how writers construct language to create meaning. Students can also be involved in choosing words to delete in preparing a piece of text for fellow students.

b. Sequencing

This is a popular strategy and again students can be involved in preparing the materials. Basically, a piece of appropriate text, a prose extract or a

III. RESEARCH METHODS

This chapter includes the research methods used in this research. They are research design, area determination method, respondents determination method, data collection method, and data analysis method. Here are the details.

3.1 Research Design

The design used in this research was descriptive qualitative. The research was not intended to establish hypothesis but it was intended to describe teachers' techniques in delivering questions in four English skills during the classroom interaction.

The procedure of the research are as follows:

1. Observing the teaching learning process in Listening II, Writing II, Speaking II, and Reading II, and made some notes about teachers' techniques in delivering questions during classroom interaction (using cassette recorder and note taking).
2. Transcribing the questioning activities based on the class observation.
3. Analyzing the data collected using descriptive analysis based on Wilen's classification of techniques in questioning.
4. Making conclusion.

3.2 Area Determination Method

The research area is English Education Program of FKIP-Jember University. The research area was chosen purposively considering some factors. Firstly, situation and location had been known. Secondly, it was possible to have the permission to do the research. Thirdly, time and fund also became the reasons to choose the research area.

3.3 Respondent Determination Method

There were five lecturers to be the respondents of the research. This choice was done under some considerations. First consideration was time in doing

the research. Second consideration was the subject. Four English skills , Listening II, Speaking II, Reading II, and Writing II, courses were chosen under the consideration that they are interrelated and necessary for communication. Third consideration was the level of the students. The 2003 level of students were chosen to be participant. The consideration to choose this level of students is that there is a probability the teachers' techniques in delivering questions would be congruent to students ability level . The 2003 students are considered as attending their first course of lectures in English will still perceive the new experience in understanding the lectures.

3.4 Data Collection Method

The methods used in collecting the intended data were classroom observation and documentation.

3.4.1 Observation

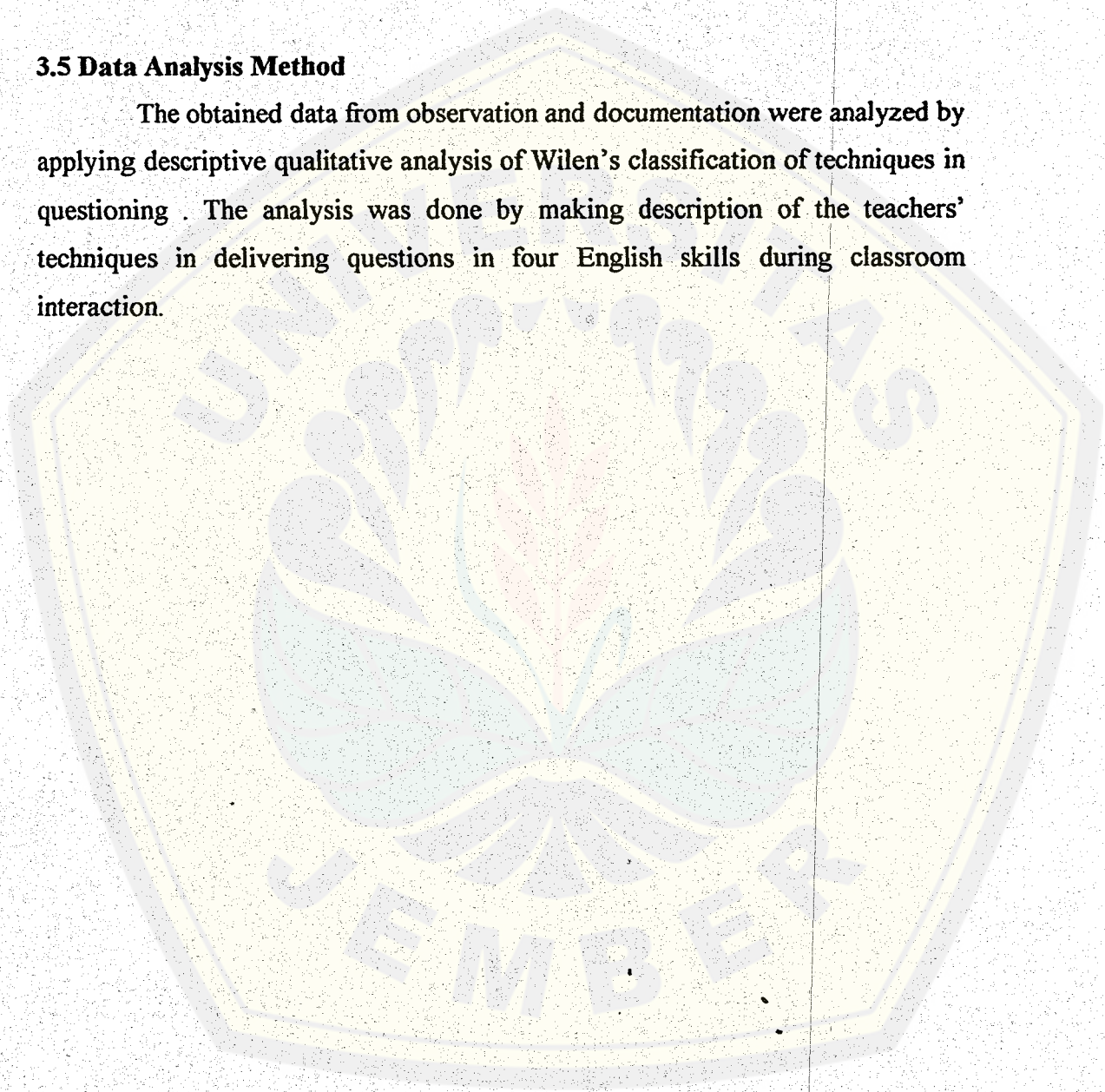
In this research, the researcher sit in four English skills for Speaking II, Writing II, Listening II, and Reading II classes observing the teachers in delivering questions during classroom interaction. Speaking II, Writing II, and Listening II were taught in a team. Relating to that, there were 7 classrooms to be observed. The observation was done three times for each classroom. The researcher did a participant observation. It meant that the researcher participated in classroom activities but made her clear that she was doing a research. The researcher made no effort to manipulate variables or to control the activities of lecturers, but simply observed the teaching learning process and recorded only the questioning activities and noted the techniques of questioning used.. The researcher observed during the lessons.

3.4.3 Documentation

The documentation in this research referred to the data about names of the lecturers of four skills classroom for third semester in English Education Program of FKIP- Jember University and time schedules of four language skills.

3.5 Data Analysis Method

The obtained data from observation and documentation were analyzed by applying descriptive qualitative analysis of Wilen's classification of techniques in questioning . The analysis was done by making description of the teachers' techniques in delivering questions in four English skills during classroom interaction.



IV. RESULTS AND DISCUSSION

4.1 Results

The data were collected from class observation and documentation. The results of the data are presented as follows:

4.1.1 Results of Observation

The observation was done on September 14th to December 16th 2004 in third semester in the academic year 2004 – 2005. The observation was done in Speaking II, Writing II, Reading II, and Listening II classes.

First observation was done in Writing IIA class on September 14th, 2004. The data found were as follows:

The topic was about “concluding sentence”. In teaching writing, he asked his students to write a paragraph in previous meeting, then, he discussed the students’ work in next meeting. He used questions in discussing the students’ work. The techniques of questioning used were as follows:

1. He phrased the questions.
2. He did not adapt questions.
3. He asked questions sequentially.
4. He did not balance questions: he used more convergent questions.
5. He probed initial student’s response.
6. He used wait time after asking questions and after students’ responses.
7. He did not encourage student involvement by balancing responses from volunteering and non volunteering students.
8. He did not request students to ask questions.

The second observation was done on October 1st, 2004 in Listening IIA class. Based on the result of observation, the data found were as follows:

The topic was about “conditionals”. In teaching Listening, material of the lesson is given in previous meeting. The procedure of the teaching Listening was, she played a cassette that contains the material, then, she asked her students to review what is being spoken and try to find the answer on the written text given before.

She discussed the material one by one. She reviewed to play one material problem if her students still can not find the answer for several times.

The tape script:

If John had his way, he would spend all of his time playing tennis

Multiple choice:

- A. *John weights less now that he is playing tennis all of his time*
- B. *John wants to play tennis often*
- C. *John knows the way to play tennis*
- D. *John spends too much money on playing tennis*

The techniques of questioning used were as follows:

1. She phrased questions.
2. She adapted questions.
3. She asked questions sequentially.
4. She did not balance questions: all questions were asked at low order Convergent.
5. She did not probe initial student's response to questions.
6. She used wait time: she paused after asking questions and after students' response.
7. She encouraged student involvement by balancing responses from volunteering and non volunteering students.
8. She did not request students to ask questions.

Third observation was done on October 4th, 2004 in Reading II class.

The results of the observation were as follows:

The topic was about 'summarizing/text structure type'. In teaching Reading, he divided the students into groups. Each group was given different article to summarize. He wrote on the board about how to start in summarizing. He stated that there are four ways of summarizing:

1. *As in his article "... ..", he states/explains/says/argues/describes.....*
2. *In his first chapter of his book "... ..", author A states.....*
3. *According to A in his/her article report entitled, "... ..",.....*
4. *The author of "... .." Explains/says.....*

In the next meeting, he asked each representatives of students' group to show their summarizing using OHP to the class. He used questions in discussing the students' work to the class. The techniques of questioning used were as follows:

1. He phrased the questions.
2. He adapted the questions.
3. He asked questions sequentially.
4. He did not balance questions: more convergent questions
5. He did not probe student's response to questions.
6. He used wait time.
7. He did not encourage student involvement by balancing responses from volunteering and non volunteering students.
8. He did not request students to ask questions.

The fourth observation was done on October 4th, 2004 in Speaking IIA class. The results of the observation were as follows:

The topic was about 'socializing'. In teaching Speaking, she discussed a text book, then, she asked her students to describe what is on the text book using some expressions used in Socializing. The techniques of questioning used were as follows:

1. She phrased questions.
2. She did not adapt questions.
3. She asked questions sequentially.
4. She did not balance questions: more convergent questions.
5. She probed initial student's response to question.
6. She used wait time after asking questions and after students' responses.
7. She did not encourage student involvement by balancing responses from volunteering and non volunteering students.
8. She requested her students to ask questions.

The fifth observation was done on December 4th, 2004 in Speaking IIB class. The data found were as follows:

The topic was about "expressing one's opinion and asking for someone's opinion". In teaching Speaking, he explained how to express opinion and

expressions used, then, he divided students into groups. Each group had their own topic to discuss after that they must give comment or opinion about the other group's topic using the expressions explained before by the lecturer. The techniques used were as follows:

1. He phrased the questions.
2. He did not adapt the questions.
3. He asked questions sequentially.
4. He did not balance the questions: more convergent questions.
5. He did not probe initial students' response.
6. He used wait time after asking questions and after students' response.
7. He did not encourage student involvement by balancing responses from volunteering and non volunteering students.
8. He requested students to ask questions.

The sixth observation was done in Listening IIB class on December 10th, 2004. The data found were as follows:

The topic was about "comparatives". In teaching listening, he played all the material first while the students were asked to try to find the answer on the written text given before. He played the cassette about two or three times. He used questions to discuss the answer.

Tape script:

A steak dinner cost 10 dollars in most restaurants, but only 3 dollars in City Steak House restaurant.

Multiple choice:

- A. *A steak dinner is more expensive than other restaurant*
- B. *A steak dinner at City Steak House restaurant is cheaper than at most restaurants*
- C. *City Steak House restaurant has expensive dinners*
- D. *Most restaurants have steak dinner*

The techniques used were as follows:

1. He did not phrase the questions
2. He did not adapt the questions.

3. He asked questions sequentially.
4. He did not balance the questions: more convergent questions.
5. He did not probe student's response to questions.
6. He used wait time after asking questions and after students' response.
7. He did not encourage student involvement by balancing responses from volunteering and on volunteering students.
8. He did not request students to ask questions.

The seventh observation was done on December 16th, 2004 in Writing IIB class. The data found were as follows:

The topic was about "writing a paragraph". In teaching writing, he asked the students to write a paragraph at previous meeting. He reviewed the material about how to write a paragraph. He used questions in discussing the students' work assigned before. The techniques used were as follows:

1. He did not phrased the questions.
2. He adapted the questions.
3. He asked questions sequentially.
4. He did not balance the questions: more convergent questions.
5. He probed initial student's response.
6. He used wait time after asking questions and after students' responses.
7. He encourage student involvement by balancing responses from volunteering and non volunteering students.
8. He requested students to ask questions.

It can be summarized that the teachers used several techniques in questioning. Firstly, questions were phrased to the students. Secondly, adapting questions rarely found. Thirdly, teachers asked questions sequentially. The sequences of questioning were started with lower level questions and progressed to stimulating higher level thinking. Fourthly, teachers did not balance questions at a variety of levels. Questions were primarily engaged in convergent thinking to have the students to recall or recognize information and demonstrate understanding of the material given. Fifthly, probing initial student's response to questions rarely found. Sixthly, teachers used purposively wait time after asking

questions and after students' responses. Seventhly, using questions to encourage students' involvement by balancing responses from volunteering and non volunteering students rarely found. Teachers chose to give the same chance to all students first or volunteering. Finally, encouraging student's questions rarely found.

4.1.2 Documentation

There were five lecturers to be the respondents of the research. The names of the lecturers of four skills class for third semester in English Education Program of FKIP-Jember University were as follows:

1.	Speaking II	- Dra. Aan E. Fardhani, M.Pd (Monday, 8.40 – 10.30 a.m) - Drs. Annur Rofiq, M.Sc (Saturday, 7.00 – 8.50 a.m)
2.	Reading II	- Drs. Bambang Arya W.P (Monday, 7.00 – 8.40 a.m)
3.	Writing II	- Drs. Bambang Suharjito, M.Ed (Thursday, 10.30 – 11.30 a.m) - Drs. Bambang Arya W.P (Thursday, 10.30 – 11.30 a.m)
4.	Listening II	- Eka Wahyuningsih, S.Pd (Friday, 8.50 – 10.30 a.m) - Drs. Bambang Suharjito, M.Ed (Friday, 8.50 – 10.30 a.m)

4.2 Discussion

Phrasing Questions

Based on the observation result, questions were phrased well to the ability level of the students that the response expectations clearly communicated to the students. For example:

- a. In excerpt 1, in turn 3, *"Take a look at this picture. Where does this event happen?"*.
- b. In excerpt 2, in turn 1, *"Can you make a sentence using the pattern of 'I think....'?"*.
- c. In excerpt 3, in turn 5, *"How many supporting sentences are there?"*.
- d. In excerpt 5, in turn 5, *"Did you summarize this? Is it your summary?"*.
- e. In excerpt 6, in turn 5, *"Do you still remember Conditionals? How many are there?"*

Adapting Questions

Based on the observation result, adapting questions rarely found. It can be found in excerpt 5 and excerpt 6. For example:

- a. In excerpt 5, in turn 9, *"What is your opinion about your friend's work, class? What kind of summary is it? Narrative or descriptive?"*.
- b. In excerpt 6, in turn 13, *"What type is it? The first, second or third type of conditionals?"*.

Questioning Sequence

Based on the observation result, teachers asked questions sequentially. The sequences of questioning were started with lower level questions and progressed to stimulating higher level thinking. For example:

- a. In excerpt 1, *"Have you got topic of Socializing in Speaking I?"*, then, *"Take a look at this picture. Where does this event happen?"*.
- b. In excerpt 2, *"Can you make a sentence using the pattern of 'I think....'?"*, then, *"OK. Now what about 'I feel that.....'?"*.

- c. In excerpt 3, *"What do you think of this paragraph? Do you find concluding sentence? What do you think of the writer's concluding sentence? Is that concluding sentence?"*, then, *"Good. Do you want to give more comment or to add some more information?"*, and, *"Need more information. OK. Such as what?"*.
- d. In excerpt 4, *"Which is the topic?"*, then, *"What do you mean by technology is changing our life in three important areas? Do you think that technology is only occur nowadays?Now, how do you expose your idea into another sentence?"*.
- e. In excerpt 5, *"What is your opinion about your friend's work, class? What kind of summary is it? Narrative or descriptive?"*, then, *"How can you differentiate descriptive and narrative on your understanding? How do you know?"*.
- f. In excerpt 6, *"What type is it? The first, second or third type of conditionals?"*.
- g. In excerpt 7, *"What is compared here?"*, then, *"Which one is cheaper?"*, and, *"Which one is the answer?"*.

Balancing Questions

Based on the observation result, questions were mostly stimulated primarily convergent thinking in which the students are requested to recall or recognize information and demonstrate understanding of the material given. For example, in expert 1, from 8 questions were asked, 6 questions included in level I. Teacher's intention was to have the students recall or recognize information and answer with "yes" or "no".

Example questions:

1. Have you got topic of Socializing in Speaking I?
2. Where does this event happen?
3. How many person are there?
4. Who are they?
5. Any questions?
6. Where is it happen?

2 questions were asked in level III. Teacher's intention was to have the students analyze information to discover reasons or causes.

Example questions:

1. Very good indeed. Why did you say that?
2. Not very good. Why? What was happening?

In excerpt 2, one question included in level I. Teacher's intention was to have the students to answer with "yes" or "no".

Example question:

1. Questions? Do you have any questions before you do the work?

3 questions were asked in level II. Teacher's intention was to have the students to provide an example.

Example questions:

1. Can you make a sentence using "I think.....?"
2. What about "I feel that.....?"
3. What expression do you have for this "As far as I concern.....or As far as I know.....?"

In excerpt 3, 3 questions were asked in level I. Teacher's intention was to have the students to define, recognize, identify, answer with "yes" or "no".

Example questions:

1. Did you get something to present today?
2. How many supporting sentences are there?
3. Which one is the concluding sentence? Is that concluding sentence?

One question was asked in level II. Teacher's intention was to have the students to explain.

Example question:

1. Is there anything you want to explain?

3 questions were asked in level III. Teacher's intention was to have the students to provide evidence, support ideas, analyze information.

Example questions:

1. OK, class. What do you think of this paragraph? Do you find concluding sentence? What do you think of the writer's concluding sentence?

2. Good. Do you want to give more comment or to add some more information?

3. Need more information. OK. Such as what?

In excerpt 4, from 10 questions were asked, 7 questions were asked in level I. Teacher's intention was to have the students' recall, recognize information, and answer with "yes" or "no".

Example questions:

1. Do you still remember what paragraph is?
2. What is the important in paragraph?
3. How many supporting sentences are there?
4. Can you mention them?
5. Show me which one is the topic sentence?
6. Which is the topic?
7. The controlling idea?

2 questions were asked in level III. Teacher's intention was to have the students analyze information to discover reasons or causes, or to find evidence in support their opinion.

Example questions:

1. What do you mean by technology is changing our life in three important areas?
2. Do you think that technology is only occur nowadays?

One question was asked in level IV. Teacher's intention was to have the students to make solution, devise, and design.

Example question:

1. How would you expose your idea into another sentence?

In excerpt 5, from 6 questions were asked, 3 questions were asked in level I. Teacher's intention was to have the students to define or identify, answer with "yes" or "no".

Example questions:

1. Are you ready for the presentation?
2. Did you summarize this? Is it your summary?

3. What is your opinion about your friend's work? What kind of summary is it? Is it narrative or descriptive?

One question included in level II. Teacher's intention was to have the students to relate and demonstrate understanding of the material given.

Example question:

1. What is the important to know the text structure type? Why do we need to know the text structure type?

2. questions were asked in level III. Teacher's intention was to have the students to support ideas, analyze information, provide evidence.

Example questions:

1. It's a long summary. Any argument do you want to say about this?
2. How can you differentiate narrative and descriptive on your understanding? How do you know?

In excerpt 6, all questions were asked in level I. Teacher's intention was to have the students to recognize, identify, and answer with "yes" or "no".

Example questions:

1. Do you have the paper?
2. Did you read it at home?
3. Do you remember any conditionals? How many are there?
4. Do you get it?
5. What type is it? The first, second or third?
6. So, what is the answer?

In excerpt 7, all questions were also asked in level I. Teacher's intention was to have the students to recognize information and answer with "yes" or "no".

Example questions:

1. Have you been familiar with this topic?
2. Do you get the answer?
3. Which part of this is difficult for you?
4. What is compared here?
5. Which one is cheaper?

6. So, which one is the answer?

Probing Response

Based on the observation result, teachers rarely probed initial student's response to questions. It can only be found in excerpt 2 and excerpt 3. For example:

- a. In excerpt 2, *"Good. Do you want to give more comment or to add some more information?"*, and, *"Need more information. OK. Such as what?"*.
- b. In excerpt 3, *"What do you mean by technology is changing our life in three important areas? Do you think that technology is only occur nowadays?Now how do you expose your idea into another sentence?"*.

Using Wait Time

Based on the observation result, teachers used purposively wait time after asking questions and after student's responses. For example:

- a. In excerpt 1, in turn 9, turn 11, and turn 20.
- b. In excerpt 2, in turn 3, turn 5, and turn 11.
- c. In excerpt 3, in turn 7, turn 9, turn 11, turn 13, and turn 15.
- d. In excerpt 4, in turn 5, turn 7, and turn 12.
- e. In excerpt 5, in turn 5, turn 9, turn 11, and turn 13.
- f. In excerpt 6, in turn 5, turn 13, turn 17, and turn 20.
- g. In excerpt 7, in turn 7 and turn 11.

Using Questions to encourage students' participation

Based on the observation result, teachers rarely used questions to encourage students' involvement by balancing responses from volunteering and non volunteering students. Teacher chose to give the same chance to all students first or volunteering. It can only be found in excerpt 4 and excerpt 6.

Encouraging Students' Questions

Based on the observation result, teachers rarely requested students to ask questions. It can only be found in excerpt 1, excerpt 2, and excerpt 4. In addition, from the finding of observation, students are rarely asked questions although the teachers let them to ask questions. In line with this information, Wilen (1996:201) stated students generally expect to answer questions in most classes, not to have them to ask. They rarely ask questions, except when they do not understand something or need some more information. For example, in excerpt 4, in turn 24, *"Is it possible if we put the topic sentence in the bottom of paragraph?"*, and in excerpt 2, in turn 8, *"Do you think that this expression should in formal or informal situation?"*, and in turn 10, *"How many awards?"*.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

The research result has described a picture of teachers' techniques in delivering question in four English skills class. Teachers used several techniques in questioning. Firstly, teachers phrased questions well to the ability level of students. Secondly, teachers rarely adapted questions. Thirdly, teachers asked questions sequentially. The sequences of questioning were started with lower level questions and progressed to stimulating higher level thinking. Fourthly, teachers did not balance questions at variety of levels. Questions were primarily engaged in convergent thinking to have the students to recall or recognize information and demonstrate understanding of the material given. Fifthly, teachers rarely probed initial student's responses to questions. Sixthly, teachers used purposively wait time after asking questions and after students' responses. Seventhly, teachers rarely used questions to encourage student's involvement by balancing responses from volunteering and non volunteering students. Teachers chose to give the same chance to all students first or volunteering. Eighthly, teachers rarely requested students to ask questions. Finally, through the techniques in questioning used, teachers made questions comprehensible and answerable by the students.

5.2 Suggestions

1. For the English teacher

The teachers are suggested to develop the techniques in questioning especially in encouraging students to formulate questions in order to the students become more actively involved in the teaching learning process.

2. For the other researcher

We suggest to conduct further research like an experimental research on the different combination of some techniques questioning to see which have the most impact on students' involvement and responses in classroom interaction.

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