

**AN ANALYSIS OF ENGLISH TEACHERS' CLASSROOM LANGUAGE  
IN GIVING QUESTIONS AT SMAN 2 SUNGAI LIMAU**

**THESIS**

*Submitted as a Partial Fulfilment of the Requirements to Obtain Bachelor of  
Education (B.Ed) in English Language Education*



**Written by:**

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FACULTY OF LANGUAGES AND ARTS  
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## **ABSTRACT**

**Rosa, Meisya Alfino.2023. *An Analysis of English Teachers' Classroom***

***Language in Giving Questions at Sma N 2 Sungai Limau: Thesis.***

**Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan**

**Seni. Universitas Negeri Padang.**

As part of learning English, most teachers ask questions to check students' understanding and stimulating students' curiosity about the topic. There are several types of questions a teacher can ask. Each question has a different effect on students' thinking levels. This study aims to analyze the types of questions used by the teacher in the learning process of reading skills and speaking skills at SMAN 2 Sungai Limau. This research is descriptive research. This research was conducted by observing and recording the subject's activities without influencing them. The subjects in this study were 2 teachers of grades 10 and 11. The technique for collecting the data used video recordings and observation guidelines in the classroom during the learning process. The results of this study indicate that the teacher used several types of questions, namely display and referential questions in the learning process. From the two questions, the teacher used to display questions more dominantly than referential questions when teaching reading and speaking skills in class.

**Keywords: Language class, Teacher questions, types of teacher questions, reading and speaking skills.**

## **ABSTRAK**

**Rosa, Meisya Alfino.2023. *An Analysis of English Teachers' Classroom***

***Language in Giving Questions at Sma N 2 Sungai Limau: Skripsi.***

**Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan**

**Seni. Universitas Negeri Padang.**

Sebagai bagian dari pembelajaran bahasa Inggris, sebagian besar guru mengajukan pertanyaan untuk memeriksa pemahaman siswa dan merangsang keingintahuan siswa tentang topik tersebut. Ada beberapa jenis pertanyaan yang dapat diajukan oleh seorang guru. Setiap pertanyaan memiliki efek yang berbeda pada tingkat berpikir siswa. Penelitian ini bertujuan untuk menganalisis jenis pertanyaan yang digunakan guru pada proses pembelajaran reading skill dan speaking skill di SMAN 2 Sungai Limau. Penelitian ini adalah penelitian deskriptif, penelitian ini dilakukan dengan mengamati dan merekam kegiatan subjek tanpa mempengaruhinya. Subjek dalam penelitian ini adalah 2 guru kelas 10 dan 11. Teknik dalam mengumpulkan data menggunakan rekaman video dan observation guidelines di dalam kelas saat pembelajaran berlangsung. Hasil penelitian ini menunjukkan bahwa guru menggunakan beberapa jenis pertanyaan yaitu pertanyaan display dan referensial dalam proses pembelajaran. Dari kedua pertanyaan tersebut guru lebih dominan menggunakan pertanyaan display daripada pertanyaan referential saat pembelajaran reading dan speaking skill di kelas.

**Kata kunci : Bahasa kelas, Pertanyaan guru, jenis pertanyaan guru, reading dan speaking skills.**

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents eight sub-chapters that briefly explain the description of the study. Those include background of the problem, focus of the problem, limitation of the problem, formulation of the problem, research question, purposes of the research, significance of the research, and definition of key terms.

#### **A. Background of the Problem**

Classroom language is generally understood language as used in the interaction between a teacher and a student or students and the other students in the classroom. Bilash (2011) defines classroom language as a routine language used in the classroom, such as giving instruction and praise, or asking a question. In addition, according to Burazin (2018), classroom language is the language that is regularly used in a classroom for things like making requests, asking questions, praising, and assessing comprehension. One of the main ways that the students are exposed to English in the EFL context is through the language used in the classroom by the teachers. Students can engage in authentic and meaningful dialogue when the teachers use English in the classroom. Additionally, EFL students will acquaint themselves with English through classroom conversation, which will help them become more proficient in the language.

The classroom language used by English teachers in the teaching and learning process is to produce good and active communication between teacher and students in the teaching and learning process, which can make it easier for students to carry out some of the instructions and activities are given by the

teacher during the teaching and learning process. English teachers who apply good and appropriate classroom language will find it much easier to carry out their teaching in the classroom by using questioning, organizing, explaining, and interrogating students during the teaching process, so that the class will work effectively, efficiently, and systematically.

There is a process in teaching and learning English known as asking or giving questions. It can be from the teacher to the students or the other way around. We cannot deny the importance of teachers in the process of teaching and learning in the classroom. As a result, teachers have a variety of strategies for creating a positive classroom environment. One method for fostering an active and effective classroom learning environment is to ask students questions. According to McComas (2014), questioning strategies are methods used to ask students questions in order to achieve a goal in teaching. Teachers must be aware of their students' abilities and how well they understand the material that has been taught during the teaching-learning process. Furthermore, teachers must know their students' output before or after teaching by asking questions. As a result, there must be an interaction between the teacher and the students, followed by feedback from the students.

Giving questions in the classroom can make students more active to know what they will learn. The teacher, on the other hand, merely explains or narrates without questioning. Some factors for it are because they are in hurry or they do not care about the students. Brown in Khotimah (2019) suggests that one of the best ways for the teacher to be an initiator and sustainer of interaction is by employing questioning strategies in the teaching and learning

process classroom during the teaching and learning process.

According to Hussain in Al-zahrani- Al-bargi (2017), the study's main goal is to look into the role of effective questioning in fostering classroom interaction in EFL settings. Furthermore, asking questions in a classroom can foster classroom interaction by stimulating students' curiosity and allowing them to express themselves. Using the questioning method is also the way to make sure that all class understands the material. Furthermore, Fanani (2018) states that in general, the ability of Indonesian learners to absorb complicated material, theory, analysis, problem-solving, tool use, process, and conduct an investigation is relatively low. As a result, a change in the system in the learning process is required. Teachers' learning processes are meant to improve students' thinking abilities, boost creativity, and raise learners' ability to solve problems independently. Ennis's studies in Ndun (2015) confirm that teachers should give questions to the students to build complex conceptualizations and foster critical thinking.

Long & Sato (as cited in Shomoosi, 2004), two types of questions that may be asked or used by the teachers in the classroom during teaching and learning process: display and referential questions. First, display question relates to those questions for which the teacher knows the answer previously; such questions are usually asked for comprehension check, confirmation check, or clarification request. It means that the teacher is aware of the information requested in these types of questions. Second, referential questions are ones for which the teacher is unaware of the solution. The students may need to interpret and make judgments in response to such

inquiries. This means that referential questions provide students the freedom to express their thoughts in the target language without any limitations. In addition, Referential and display questions are compared by Dalton-Puffer (2007). He explains that referential questions are often perceived as more natural and intended to generate qualitatively better, authentic, relevant, extensive, and complex student responses than answers. Then, he claims that display questions differ from referential questions in that the answer is likely to repeat previously available information. Display questions are usually asked, whereas referential questions are rarely asked.

SMA N 2 SUNGAI LIMAU is one of the popular school in the region of Capdin 2 Padang Pariaman district (2018). Based on data from 2018, many students of this school are accepted into state university and the final test average scores of students are quite good. This school uses Curriculum 2013. The writer has interviewed English teachers in this school, and one of the English teachers said that this is a favorite school for students on the outside who want to continue their school. Based on the observation, the teacher used English questions to improve student skills especially in reading and speaking skills in learning English in the classroom. The English teacher of this school mentioned that many students are interested and enthusiastic about learning the English process because the teacher used strategy in the learning process. After the teacher gave the material, the teacher gave a question to check understanding students of the materials. And then the students get the point if the students answer the question. Sometimes, the teacher repeats questions in the Indonesia language when students do not get points from the questions

given.

There are several studies related to teachers' questions in the classroom. The first study was conducted by Hamzah Omari (2018) entitled *Analysis of the Types of Classroom Questions Which Jordanian English Language Teachers Ask*. Then, Vebrianto (2013) conducted a study the title is "teacher's questions in EFL classroom interaction" a descriptive study of teacher and students interaction of class XI at SMK Palapa Semarang in the academic year of 2012/2013. Third, the study from Zaenudin (2015) entitled *Types of teachers' questions and students' responses in developing communicative classroom interaction (A case study of questioning un SMKN 1 Lembar)* Then, the last is research from Pratiwi and Yulia (2018) entitled "An Analysis of Teachers' Questions in English Language Classroom: A Case Study in Year 10 of SMK N 1 Nunukan."

Those previous studies were mostly concerned with the teacher questions in the classroom during the teaching and learning process. Then, they only focus on teachers' questions in the classroom. This study is different from those previous ones. This study focused of the display and referential questions in the reading and speaking skill in the classroom. According to Wahyudi (2017), questioning in the classroom had an impact on students' speaking skills in English as a foreign language. Furthermore, Fiftinova (2008) stated that the teacher's question allows students to demonstrate their reading comprehension by speaking and listening to the teacher. As a result, when teaching reading, English teachers should ask students questions to help them develop their reading skills. So, the researcher interested to find out and

analyzed the types of question used by the teachers in the speaking and reading skills. The reasons why the researcher attempted to do this study. Because the researcher is interested in learning what types of questions the teacher uses in the English teaching process, in terms of English skills include reading and speaking skill in the learning process at this school. The teacher especially the researcher needs to improve the teacher's questions. Therefore, the researcher wants to analyze the teachers' questions in teaching English applied to an English teacher. It is interesting because it helps the researcher and reader to be more creative in using the learning strategy in the classroom especially in giving questions so, that students understand the material conveyed by the teacher.

#### **A. Focus of the Problem**

This research was focus on analyzing the types of English teachers' classrooms by giving questions about the teaching and learning process that include aspects of skill reading and speaking in English.

#### **B. Formulation of the Problem**

Related to the focus of the problem above, the problem is formulated as "What types of questions do the teachers use in the classroom during the teaching and learning process?"

#### **C. Research Question**

1. What are the types of questions are asked by the teacher in teaching speaking?
2. What are the types of questions are asked by the teacher in teaching reading?