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DESCRIPTIVE OF QUANTITATIVE DATA | RESEARCH ARTICLE

Types of Questions Asked by Teachers at Primary School 077786 Tuhembaruzo in Classroom Interaction

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Abstract: This study aims to analyze the types of teacher questions in the teaching and learning process in three study groups and to analyze student activeness in the learning process at SD Negeri 077786 Tuhembaruzo. To obtain the results of this research, a descriptive qualitative method was used because this research focuses on phenomena that occur in the classroom. After analyzing it was found that there were 3 types of questions used by teachers in the study groups, namely procedural, convergent and divergent types of questions. the type of teacher questions in the three study groups at SD Negeri 077786 Tuhembaruzo was more convergent type than divergent and procedural types, namely 57, 23% of questions. While the teacher's procedural type questions amounted to 19.07% and the divergent type amounted to 23.68%.

Keywords: Questions, Question Types, Classroom Interaction.

1. INTRODUCTION

The purpose of education according to law no. 2 of 1989 is to produce knowledge, skills and scientific progress that improve the life of the nation and develop Indonesian society. Education the rapid development of the times has also changed the education system in Indonesia so that it has experienced innovation as a form of adjustment to globalization. In accordance with the objectives of education according to law number 2 of 1989, school culture should not only focus on school administration but should also be able to make changes and learning approaches that focus on students. Teachers only become facilitators for students. Directing learners to be able to express their understanding of the material taught through discussions in learning groups. The current innovation by the government is to launch the "Driving School" program as a form of effort in improving the quality of education and as a form of effort in facing global challenges. Indicators that can be seen directly that the quality of education has begun to improve and there are changes, one of which is the activeness of students in responding to learning in the classroom. Student activeness in the classroom is seen if there is two-way interaction between teachers and students through verbal interaction. To help students gain knowledge through understanding, there will definitely be interactions between teachers and students, both verbally and nonverbally. One form of verbal interaction is the interaction delivered by teachers to students. Because of its potential to improve understanding and learning, questioning is considered one of the most influential teaching strategies. Academic research confirms that students develop critical thinking skills through teacher-facilitated questioning (Ennis, 1996). Ennis emphasizes that asking students questions is a way to build complex conceptualization and foster critical thinking. Thus, this study will address one aspect of classroom interaction, namely questioning.

Teachers ask a lot of questions. In fact, the standard pattern in the classroom is that the teacher asks a question, and one or more students answer the question (Richards, 2000). Then, the teacher rotates the responses. If we look closely at current teaching practices, we may observe a complex problem. The problem is that students have difficulty in understanding questions and interacting in

class. Most experts agree on the importance of asking questions to enlighten some of these problems. Supporting this view, Moghadam and Barjesteh 2014 state that, "Teachers' questions serve as a means of attracting learners' attention to encourage verbal responses and propagate learners' progress." Therefore, one of the steps that can be taken to improve teachers' questioning skills is to assess how teachers ask questions in the classroom. In a study of six ESL teachers, Long and Sato (1983 in Ellis 2008) found that 938 questions were asked by teachers in six basic level ESL lessons. Young, as cited in Nhlapo (1998), states that questioning is the preferred methodology of teachers, and that about 60% of all classroom talk consists of questions and almost all of them are asked by teachers. Another study conducted by Gambrell in Qashoa (2013) revealed that teachers ask a question every forty-three seconds. Furthermore, Brualdi (1998) pointed out that eighty percent of a school teacher's day is spent asking students questions. Thus, classroom teachers spend most of their lesson time conducting question and answer sessions.

Based on the researcher's previous observations in three study groups, the teacher asked many questions related to the lesson being taught. One of the considerations is for students to dare to speak. Related to learning, students are expected to be able to speak up about what they understand related to the teacher's questions. One way to realize this expectation is by answering questions. Classroom interaction will occur when students answer the teacher's questions. This means that students can actively participate in class when asked. Rosenshine (Brown, 1984) suggests that the teacher's questioning technique when carrying out the learning process has an influence on learning achievement and the way students think. In this study, the researcher obtained the fact that the teacher asked many questions to students related to the learning material discussed. Based on this, the researcher wanted to conduct a study on "Types of Questions of Teachers of SD Negeri 077786 Tuhembaruzo in Classroom Interaction".

2. LITERATURE REVIEW

2.1. Question

A question is a sentence that has an interrogative form or function. In a classroom environment, teacher questions are defined as instructional cues or stimuli that expose students to elements of content to be learned (Azerefegen, 2008). Questions have become an important part of instruction as they allow teachers to meet students' competence and understanding and promote thought-provoking discussions. Questions are essential for acquiring knowledge. People usually ask questions to each other to know something about unknown things. Questions are instruments to test new ideas, facts, information, knowledge and experiences (Azerefegen, 2008). In line with this, Brown and Wragg (1993) say that we usually ask questions when we really want to know something and, if we already know the answer, then we do not need to ask. Questioning in language classes plays an important role in improving students' language skills. Questions are used to check students' understanding, to see if they have acquired the given knowledge, to focus their attention and involvement in the lesson, to control behavior, and to encourage students to use the target language for communication (Tsui, 1995). Teacher questioning can be considered as the most powerful tool to strengthen, extend and control classroom communication. In fact, the style of interaction between teachers and students can be seen as an iterative process; 'teacher questions, student answers, and feedback'.

2.2. Teacher Question Function

Questioning is one type of active teaching procedure. It is a way of teaching through the interaction of teachers and students in checking learning, developing thinking, consolidating knowledge, using knowledge, and achieving teaching goals. Questioning is usually used as one kind of teaching skill of exchanging ideas between teachers and students. It has been widely used in teaching

until now. The many questions teachers ask in the classroom can be explained through the specific functions they perform. These functions can be combined into three broad areas: diagnostic, instructional and motivational (Donald, K & Paul D. Eggen, 1989). As a diagnostic tool, classroom questioning allows teachers to peer into students' minds to find out not only what they know or don't know but also how they think about a topic. Recent research on schema theory suggests that students' existing knowledge structures are powerful determinants of how new information will be learned, and that often students' misconceptions and prior beliefs interfere with learning new material (Mayer, 1987; Donald, K & Paul D. Eggen, 1989). Through strategic questioning, teachers can assess students' current state of thinking, identifying not only what students know but also misconceptions. The second important function performed by questioning is instructional. The instructional function focuses on the role that questions play in helping students learn new material and integrate it with old material. Questions provide practice and feedback that are essential for development. Questions remind students of information in the lesson. Questions are also valuable in learning an integrated body of knowledge. To achieve this goal, questions can be used to review previously learned material to build a knowledge base for the new material to be learned. In addition, as new material is being developed, questions can be used to clarify relationships within the content being covered.

2.3. Types of Teacher Questions

Most research on teacher questions focuses on their classification. There are many different ways to classify questions. Barnes investigated questions asked by teachers and classified them into four types. The first type is questions about factual matters, which are questions that start with "what". The second type are inference questions that start with "how" and "why". The third type are open-ended questions that do not require any inference. And the last type is questions about communication, which can influence and control learners' behavior. Barnes further classifies the second type into closed questions and open questions. Closed questions because there is only one answer available, while open-ended questions have more than one answer.

Barnes also emphasizes that some questions appear open-ended, but explanations are closed-ended. Jack C. Richards & Charles Lockhart (2000) classify questions into three categories based on the purpose of the question in the classroom -procedural, convergent, and divergent. Procedural questions relate to classroom procedures and routines as well as classroom management. They are used to ensure the smooth running of the teaching process. Unlike procedural questions, many of the questions teachers ask, such as convergent and divergent questions, are designed to engage students in the content of the lesson, to facilitate their understanding, and to enhance classroom interaction. Convergent questions encourage similar student responses, or responses that focus on a main theme. These responses are often short answers, such as "yes" or "no" or short statements. These questions do not usually require students to engage in higher-order thinking to provide a response but often focus on recalling previously presented information. Divergent questions are very different from convergent questions. These questions encourage a variety of student responses that are not short answers and that require students to engage in higher-order thinking. These questions encourage students to provide their own information rather than recalling information that has been provided previously. Barnes, in Ellis (2012), distinguishes four types of questions he observed in high school classrooms; 1. Factual "what" questions, 2. Reasoning "how and why" questions, 3. Open-ended questions that do not require reasoning, and 4. Social questions that influence student behavior through control or appeal. Barnes makes many distinctions between closed questions that are framed with only acceptable answers. He also points out that many questions appear to be open questions but, in fact, when the teacher's response to the student's answer is examined, turn out to be closed, i.e. pseudo-questions.

With increasing attention to communication in the language classroom, a further distinction has been made between "display" and "referential" questions by Long and Sato (1983). Display questions

refer to questions whose explanations are known to the teacher and which are designed to elicit or display a particular structure. For example, 'what is the opposite of the word high?' In contrast, known referential questions refer to questions whose answers are not available to the teacher, and can elicit a variety of subjective information. For example, 'Why didn't you do your homework?' Since closed questions and convergent questions have the same features as referential questions, they are considered the same type of question; so are open questions and divergent questions.

3. RESEARCH DESIGN AND METHOD

This study uses a qualitative approach because the focus of this study is an analysis of the types of teacher questions during the teaching and learning process. Sheman and Webb (1998) assume that qualitative research is concerned with meaning as it appears, or is achieved by people in a living social situation. Meanwhile, Bogdan and Biklen (1982) state that qualitative research is descriptive in that the data is collected in the form of words or pictures rather than numbers. Based on this explanation, descriptive research was used to analyze the types of teacher questions in three study groups at SD Negeri 077786 Tuhembaruzo.

4. RESULT AND DISCUSSION

Jack C. Richards & Charles Lockhart (2000) classify questions into three categories of classroom questions - procedural, convergent, and divergent. Based on Jack C. Richards & Charles Lockhart, teachers' question types in the three study groups at SD Negeri 077786 Tuhembaruzo were more convergent type than divergent and procedural types at 57.23% of questions. While the teacher's procedural type questions amounted to 19.07% and the divergent type amounted to 23.68%.

The results of this study show that in the learning process in three study groups, the questions asked by teachers in the learning process when viewed from the type were found to be 152 questions. The 152 questions consisted of 87 convergent questions and 36 divergent questions and 29 procedural questions. This shows that in an effort to achieve learning objectives at SD Negeri 077786 Tuhembaruzo teachers have used questions to improve learning activities and effectiveness. The findings of this study indicate that the focus of questions asked by teachers is at a low level of thinking, perhaps due to the formulation of indicators outlined in the preparation of learning designs which almost all use operational words mention and definition In the learning process these indicators are a breakthrough of learning objectives that must be achieved. This proves that teachers when carrying out the learning process still put emphasis on the knowledge and understanding aspects of learning because this will make students only have the ability to memorize and recall what has been received and experienced, but are less able to think critically and creatively to develop knowledge and experience. reasoning power owned. In addition, teachers in carrying out the learning process are less able to invite and bring students in an active and creative learning process atmosphere, because students are not given the opportunity to participate actively and creatively in developing their reasoning. Knowledge questions only require answers to the ability to recall what has been given, while questions of understanding and student experience of what has been experienced. So it does not demand students' critical and creative thinking skills to develop their reasoning.

Judging from the many questions that have been given by teachers to students during the teaching and learning process in class, it is certain that students also respond well to teacher questions. Students always answer every question given by the teacher. There are even some students who offer themselves to answer questions that have been given by the teacher without being asked by the teacher. However, one thing that is lacking is that the teacher Jack C. Richards & Charles Lockhart (2000) classify questions into three categories of classroom questions - procedural, convergent, and divergent. Based on Jack C. Richards & Charles Lockhart, teachers' question types in the three study groups at SD Negeri 077786 Tuhembaruzo were more convergent type than divergent and procedural types at 57.23% of questions. While the teacher's procedural type questions amounted to 19.07% and the

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5. CONCLUSIONS

The types of teacher questions, in the learning process at SD Negeri 077786 Tuhembaruzo are procedural, convergent and divergent types of questions. There were 29 procedural questions= 19.07% and 87 convergent questions = 55.76% and 36 divergent questions = 23.68%. Teachers' questions in the learning process tend to be convergent types of questions that make students only limited to answering what the teacher asks. This means that teachers are less able to use questions to develop students' skills in using language elements in communication, convergent questions only require short answers in the form of words or phrases.

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