



TEACHING PRACTICUM OF PRE-SERVICE TEACHERS IN EFL CLASSROOMS: QUESTIONING TYPES AND PURPOSES

*Milma Vinca Cantikka Hidayat¹, Siti Nurjanah², Elis Homsini Maolida³
milmavincach@gmail.com
Suryakencana University, Cianjur, Indonesia

ABSTRACT

In order to potentially support the students to master the language, the teachers can give questions to stimulate them. This study explores types of questions used by three pre-service teachers and their frequency as well as the teachers' purposes by looking at the contexts in which they used the questions. Theory of Cotton (1988) was used to analyse the data which categorized questions into three major types namely yes/no questions, open & closed question, and display & referential question. Employing descriptive qualitative approach, the data were taken from video transcriptions that were analysed and categorized into their question category. The participants were three pre-service teachers who practiced in three different senior high schools. The result showed that the total of 128 data consists of 14 opened referential questions, 81 questions belonged to closed display questions, and 33 data belonged to yes/no questions. Therefore, it can be concluded that the most frequently used type of question is closed display questions. From the result of observation focusing on the contexts and situations when the teachers gave the questions, it was revealed that the purposes of the open and referential questions were more to stimulate students in stating information and pursuing knowledge on their own and ask students' opinion, reason, or judgement. Whereas, the purposes of closed and display questions were likely to make the students focused and to check students' knowledge and understanding. Lastly, the yes/no questions' purposes were making the students focus and attracting students' activeness.

Keywords : classroom interaction, EFL, question types, pre-service teachers

INTRODUCTION

In a language classroom, the core of the lesson is to make student produce language since language is used as materials, targets and tool of interaction in the classroom (Maolida, 2013). Brown (2000) opines "interaction" as the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. For instance, in such interactions, students articulated their own ideas and posed questions; and teachers and students engaged in an extended series of questioning exchanges (Chin, 2006).

As a matter of fact, many teachers face challenge in classroom interaction as some students tend to be passive and unresponsive towards the regular teaching and learning process in the classroom. This statement is in line with Erianti, Akib, & Baso (2018) that it is a common problem to face a passive class because the students are unresponsive when the teacher gives more explanation or even avoid instruction with their teacher. But it is possible that some of the students know the way how to deal with the material, yet they are shy to say

*Corresponding Author
Milma Vinca Cantikka
Email : milmavincach@gmail.com

and explain what they have in mind. According to Pratiwi & Yulia (2018), commonly, students often feel reluctant to respond even if they understand the questions, know the answers, and are able to produce the answers. This is somehow is not only a burden to the students but also to the teacher itself. Hence, teachers should ask students various questions to stimulate their activeness and critical thinking by choosing the right type of questions.

There are studies focusing on questioning types used by the teachers in the classroom. For example, Farahian & Rezaee (2012) who focused on a teacher's questioning behaviour in an EFL classroom, the kind of questions asked, the purpose of asking such questions and the kind of answers as well as the participations they provoked. In addition, Brubacher, Powell, Skouteris, & Guadagno (2014) focused on the type of questions asked by the teachers to the students who ever witnessed child abuse. Furthermore, Yang (2019) focused on teachers' question types and students' answers in primary school English teaching. All of those mentioned previous studies explored how the experienced teachers used types of questions to their students in their real classroom. Different with those studies, this study focused on the three pre-service teachers in their EFL practicum classroom in employing types of questions and their frequency as well as the purpose of the questions revealed from the contexts of classroom interaction.

LITERATURE REVIEW

A. Question

A question is a stimulus that can encourage students to think more critically so that students will more easily master the material provided by the teacher and students' thinking ability will develop more. This statement is in line with Puliastuti (2008), in Erlinda and Dewi (2014) that questions are stimulus that force students to think and learn, so that they will easily comprehend the material and develop their thinking skill. That is why questions should play a central role in teaching-learning process (Ummah, Thaib, & Saun, 2016).

Meanwhile, questioning is an activity of asking a question to someone. Dillon in Vale (2019) stated that the term 'questioning' refers to 'interrogative utterances' commonly followed by an answer. The function of these utterances is variable, but in a classroom context, the control and delivery of them lies almost entirely in the hands of the teacher. Questioning is very vital in the language classroom as it is the tool to interactive learning (Rido, 2017). According to Sun (2012), questioning, nowadays, is one of the most effective teaching strategies in classroom environment.

B. Questioning Types and Purposes

Some experts classify questions uttered by teacher into some types. According to Cotton (1988 as cited in Pratiwi and Yulia, 2018) teacher questions are defined as instructional cues or stimuli that convey students to content element to be learned and directions for answers. Farahian & Rezaee (2012) claimed that teacher questions are categorized into: 1) open and closed questions, 2) display and referential questions, and 3) yes/no questions. Moreover, Ho (2005) defined referential or open questions as the questions that are not factual or text-embedded but those that invite students to draw answers from their own experiences and viewpoints. Whereas display or closed questions are questions which do not reflect genuine communication, encourage only short, restricted responses and that their only purpose appears to be getting students to display knowledge already known to the teacher and recently acquired (in the classroom) by the students. While Farahian and Rezaee (2012) stated that the teachers' yes/no questions were mainly used to make sure whether or not they have understood what had been taught before as well as to get feedback from the students.

According to Celce-Murcia and Larsen-Freeman (1999) and Biber et al. (1999) as cited in Roostini (2011), they classify questions into four major types: yes/no-questions, wh-questions, tag questions, and alternative questions. The first type, yes/no-questions,

is specified more into five subtypes: focused yes/no-questions, uninverted yes/no-questions, contracted negatives in negative yes/no-questions, uncontracted negatives in negative yes/no-questions, and elliptical yes/no-questions. The second type, wh-questions, is also specified further into five subtypes: unmarked wh-questions, uninverted wh-questions, emphatic wh-questions with ever, negative wh-questions, and elliptical wh-questions. The third type, tag questions, is specified into two subtypes: unmarked tag questions and unsystematic tag questions. The fourth type, alternative questions, is not specified any further.

In posting a question, teachers may have numerous purposes behind it. Whether to measure the students' understanding or to make students focus to the material they are in. There are six out of twelve purposes of questions specified by Cotton (2001) and Padmadewi, et. al (2017:10) in Paramartha, Ramawati, & Suputra (2018). One of the purposes of opened question is to develop students' interest and curiosity which were asked in the beginning of the lesson since it required students to give opinion, reason, or judgement. While closed questions' purpose is to make the students focus and to check students' knowledge. Display type of question usually used to check students' knowledge and understanding and to develop students' interest and curiosity and to stimulate students in stating information. The referential question purposes to stimulate students in stating information and pursue knowledge on their own. The last, yes/no question purposes on attracting students' activeness and making the students focus. Thus, questioning types play important role in teaching and learning process to develop students' interest, check their knowledge and stimulate students' focus as well as their involvement.

C. Pre-service Teachers

In this research, the ones who did the teaching practice were three pre-service teachers. They did the teaching practice in their seventh semester in three months period of time. The aim of doing this practice is to fulfil one of the requirements of bachelor degree of education. Farrell (2016) in Ong, Swanto, & Alsaqqaf (2020) opines about developing reflective practice, but the researchers would like to highlight that pre-service teachers should practice reflectively particularly during the period when they are undergoing practicum, in order to make themselves professional once they become real teacher. These pre-service teachers will be initialized as "A", "M", and "S". Three of them practiced their teaching in three different schools in Cianjur. For this reason, the pre-service teachers are required to post some questions in their classrooms in order to engage their students with the lesson they teach. As pre-service teachers their performances in the classroom were being assessed. That is why to perform their best, they should engage the students by asking them several questions. Moreover, the purpose of asking some questions in the classroom is to develop their students' interest and become actively involved in the lesson. Equally important, they can increase their knowledge by giving opinion, judgement and so forth. Therefore, it is so essential for the pre-service teachers to post questions during the teaching and learning process.

D. Previous Studies

There have been many researches done before on teacher's question types. The first review is a research entitled "A Case Study of An EFL Teacher's Type of Questions: An Investigation Into Classroom Interaction" by Farahian & Rezaee (2012). The study focused on a teacher's questioning behaviour in an EFL classroom, the kind of questions asked, the purpose of asking such questions and the kind of answers and participations they provoked. Through tape recording, it was discovered that coded/display and yes/no questions outnumbered open/referential questions. Moreover, the responses of all types of questions were generally made up of single words or simple phrases. Therefore, in this study, English as a foreign language (EFL) teacher's questions along with the students' responses to his questions were classified.

The second study is from Brubacher, Powell, Skouteris, & Guadagno (2014) entitled "An Investigation of the Question-Types Teachers Use to Elicit Information From Children" the background of their research was teachers are required to report suspected child abuse in many parts of the world, but there is a paucity of research characterising how they question children about wrongdoing. The aim of this study is mostly about to know how untrained teachers question children. While the sample and methods of their research is teachers completed a mock interview, written quiz, and rated their expected performance. As the result of this study, in both the interview and quiz, teachers asked few open and many principal questions. Yet, they asked proportionally more open and fewer important questions on the quiz than during the interview and demonstrated an implicit awareness of good questioning.

Lastly, the third study comes from Yang (2019) entitled "On the Study of Teacher's Question Types and Students' Answers in Primary School English Teaching". This paper aims to present a brief investigation into teachers' question types and students' answers in primary school English teaching, and tries to draw some implications for primary school English teachers. The researcher got the supportive data through video which was then transcribed and analysed. The result shows some questioning strategies were put forward for primary English teaching in the future. This research has three main objectives such as to reveal the question types adopted by English teachers in EFL classrooms in KRPS, the ways questions are answered adopted by students in EFL classrooms in KRPS and How teachers can improve their questioning strategy in EFL classrooms.

METHOD

In conducting this study, the researchers used a descriptive qualitative method in analysing and describing the data of types of questions used by the teacher students who practiced teaching in three different schools. According to Alwasilah (2002) as cited in Ibrohim, Septianti, & Sadikin, (2018), descriptive research describes characteristics or identifies a group, accident and phenomenon by which the technique commonly used to measure three things, they are: 1) the existence and distribution of various behaviour or characteristics that occur naturally; 2) frequency occurs in nature; 3) relationship and magnitude relationship that may exist between the characteristics, behaviour, events, or phenomena of concern to the research.

Furthermore, the authors used the theory of Cotton (1988) to analyse the data which categorized questions into three major types namely yes/no questions, open and closed question, and display and referential question. In categorizing the purposes, the authors used the theory by Cotton (1988) as well.

A. Participants and Sites

This research involved three pre-service teachers of a private university located in Cianjur, West Java. They were in the 7th semester college when they obliged to do this practicum in order to fulfil one of requirements to graduate. These pre-service teachers are initialized as "A", "M", and "S". The practicum was held for 3 months. The data in this research were taken from a session of their teaching practicum.

B. Data Collection and Analysis

Qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs (Creswell, 2018). In this present study, the supported data were collected through video recordings and transcriptions. The duration of videos were about 15-20 minutes each, depended on the material and grade the participants taught. First of all, in analysing the data, the authors transcribed the video. After that, the authors picked and categorized whether an utterance considered as a question or a sentence by placing them into a table. Then, the authors could classify the purposes of the questions as well. Using the theory of Cotton (1988), the data were classified. After all set, the researchers matched the data with the theory of Cotton that was gained from journals,

articles, as well as the internet. The last phase was the author reassured all of the data, starting from the utterances, the table of observation and note-taking result, as well as the suitability of the findings and the theory.

FINDINGS AND DISCUSSION

In this chapter, the researchers would like to present the result of this research based on the theory of Cotton (1988) to conclude the types of questions used by the three pre-service teachers, the frequency as well as the purposes of asking those types of question based on the context of classroom interaction.

A. Questioning Types and Their Frequency Used by The Pre-service Teachers in Their EFL Classrooms

After selecting the data, it was found there were 128 questions which were uttered by the teachers that were suitable with the classification of Cotton (1988). The detail number of questions can be seen in Table 1.

Table 1. (The Frequency of Questioning Types Used by Pre-service Teachers)

Types of Questions	Pre-service Teacher 1 (Ms. S)	Pre-service Teacher 2 (Mr. A)	Pre-service Teacher 3 (Mr. M)	Total
Opened Referential Questions (ORQ)	2	10	2	14
Closed Display Questions (CDQ)	27	24	30	81
Yes/No Questions (YNQ)	14	10	9	33

Based on the table 1 above, it can be concluded that all of the data belonged and categorized to three types of questions proposed by Cotton (1988) namely opened and referential question, closed display questions, and yes/no questions. It also clearly shows the questioning types that most frequently used by these pre-service teachers is closed display question. The total of this type of question uttered for 81 times. Questions like "*Coba kita udah belajar tenses apa aja? (What kind of tenses have we learnt so far?)*", "*Kemudian ini gambar apa? (then what picture is it?)*", and "*Part of your body? Dalam bahasa Inggris? (in English?)*" are mostly asked questions to the students because the teachers have already known the answer and it usually requires short and sure answer.

Yes/no type of questions is the second most uttered by the pre-service teachers. They uttered this type of questions for 33 times. These included questions like "*Oke. Paham? (OK, you get it?)*", "*Ngerti gak ini? Sida? (Didn't you get it? Sida?)*", "*Jadi kita harus ingat, ya diakhir cerita kita harus menentukan orientation, complication, dan resolution, okay? (So, in the end of the story we have to remember to decide the orientation, complication, and resolution in, OK?)*" and also the questions which were not answered by the students like "*Apalagi? (What else?)*", "*Ada yang tahu mengenai deskriptif teks? (Anyone knows what descriptive text is?)*" because based on the observation, this type of question only required short answer which was no more than a sentence. Yes/no question also helps the beginner and the students who was not ready to talk to bravely start talking.

Lastly, the type of questions that were least used by the pre-service teachers in their ELT classrooms is open referential questions. The table shows clearly that this type of questions only uttered for 14 times by three of them. Questions like asking students' condition, opinion, and perspective like "*How are you?*", "*Adakah persamaan dari dua teks ini? (Is there any similarity between these two texts?)*", "*Hewan favorit kalian apa?*"

(What is your favourite animal?), “*Apa hal yang membuat Gunung Padang istimewa? Ada yang tahu?* (What makes Gunung Padang special? Anyone knows?)”, and “*Misalnya kaya gimana coba, sesuatu yang dimulai di masa lalu, tapi masih berlanjut hingga sekarang?* (Can you please give me an example of something that started in the past but still continuing until now?)”. The fact that open and referential questions become the least type of question given by the teachers in their classroom is also supported by other previous studies when the teachers tend to rarely give a question. Since the answer of this question is basically longer, it requires more communicative responses, has no right or wrong answer, and unlike closed display question, the teacher does not know the answer of the question itself.

B. The Purposes of Asking The Questions in The Pre-service Teachers’ EFL Classrooms

As mentioned above, there are six out of twelve reasons of asking a teacher questioning shown from the context of questions occurrence in classroom interaction. In the following table, questions, their type, and kinds of reason are presented. The researchers serve each of questioning types two each question to be represented.

Table 2. (The Pre-service Teachers’ Purposes of Asking The Questions)

Teachers’ Questions and Students’ Responses	Types	Purposes
Data M18 T: “ <i>Hewan favorit kalian apa?</i> ” S1: “Cat!” S2: “Giraffe!” S3: “Rabbit!” S4: “Monkey!”	Open Referential Questions	Stimulating students in stating information and pursue knowledge on their own
Data A16 T: “ <i>What we have learnt today? Apa yang sudah kita pelajari hari ini?</i> ” S: “Descriptive Text” T: “ <i>Apa itu descriptive text, *pointing a student to answer*</i> ” S6: “ <i>Membuat sejarah</i> ” S7: “ <i>Salah</i> ” S6: “ <i>Cerita</i> ”		Asking students’ opinion, reason, or judgement.
Data S13 T: “ <i>Kalau seen itu kan verb 3 ya, verb 1 nya apa coba?</i> ” S: “See.”	Closed Display Questions	Making the students focus and to check students’ knowledge.
Data M10 T: “ <i>Jadi, apa jenis generic structure dari narrative text?</i> ” S:” Orientation, Complication, Resolution.”		Checking students’ knowledge and understanding
Data M5 T: “ <i>Mengerti semuanya?</i> ” S: “ <i>Mengerti.</i> ”	Yes/no Question	Making the students focus.
Data M14 T: “ <i>Kalian udah tau nama binatang belum dalam bahasa Inggris?</i> ” S: “Yes!” T: “ <i>Coba sebutkan satu-satu, ya.</i> ”		Attracting students’ activeness.

The table above shows the examples of various question types in specific contexts that reveal pre-service teachers’ purposes of giving the questions. In first example, M 18

gave students questions about their favourite animal. The teacher gave this question in the opening stage before proceeding to the main lesson. From this context, it can be seen that the teacher tried to stimulate students in stating information and pursuing the knowledge by sharing the information among the students. Secondly, we can see the S 13 data, the pre-service teacher gave students question about the past participle form of 'see', since they were studying about simple present perfect tense. The teacher gave this question when the lesson was being conducted. From this situation, it can be concluded that the teacher asked the question to check whether the students focus to the lesson or not as well as to know their knowledge about the things that was being asked. In addition, let us take a look to the M 5 and M 14 data. In M 5 data, the teacher asked the students a question which also aimed at making the students focus to the lesson which was being studied. Whereas in M 14 data, the pre-service teacher gave students question about whether they had already known name of animals in English. In response to the teacher's question, the students answer it with "Yes!", means they knew the name of animals in English. The interaction did not stop there, the teacher attracts the students by asking them to mention it one by one. In short, the teachers have different purposes in posting a question in their classroom and the they are various. For instance, the teachers employed open referential question to stimulate students in stating information and pursue knowledge on their own as well as to ask for students' opinion, reason, or judgement. Meanwhile, the purposes of asking a closed display question were to make the students focus and to check students' knowledge and understanding. In certain contexts, the teachers also used yes/no question to make students focus on the lesson and stimulate their activeness to get involved in the teaching and learning process.

CONCLUSION

This research is focused on exploring types of questions used by three pre-service teachers on their EFL classrooms and their frequency as well as the purposes of the questions. Research method employed in this research is descriptive qualitative method. Meanwhile research instruments in this study used video recording, transcription and observation. The theory that is used to categorize the data both questioning types and their purposes is from Cotton (1988) which divided questioning types into 1) open and closed questions, 2) display and referential questions, and 3) yes/no questions.

According to the data findings, the total of 128 data belonged to 14 opened referential questions, 81 questions belonged to closed display questions, and 33 data belonged to yes/no questions. It also can be concluded that the most frequently used type of question is closed display questions. From the result of observation on the contexts of giving questions, it can be seen that the purposes of the open and referential questions are stimulating students in stating information and pursuing knowledge on their own and asking students' opinion, reason, or judgement. Whereas, the purposes of closed and display questions are to make the students focused and to check students' knowledge and understanding. Lastly, the yes/no questions' purposes to make the students focus and attract students' activeness.

REFERENCES

- Brown, H. D. (2000). *Teaching by Principles*. New York: Longman.
- Brubacher, S. P., Powell, M., Skouteris, H., & Guadagno, B. (2014). An investigation of the question-types teachers use to elicit information from children. *The Australian Educational and Developmental Psychologist*, 31(2), 125–140. <https://doi.org/10.1017/edp.2014.5>
- Chin, C. (2006). Classroom Interaction in Science: Teacher questioning and feedback to students' responses Classroom Interaction in Science: Teacher questioning and

- feedback to students' responses. *International Journal of Science and Education*, 28(11), 1315–1346. <https://doi.org/10.1080/09500690600621100>
- Creswell, J. W. C. and J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Method*. (A. M. Helen Salmon, Chelsea Neve, Megan O'Heffernan, David C. Felts, Ed.) (Fifth). Los Angeles: SAGE Publications, Inc.
- Erianti, A., Akib, E., & Baso, F. A. (2018). An analysis of teachers' questioning strategies in ELT (English Language Teaching) the classroom interaction at eleventh grade SMA Muhammadiyah 1 UNISMUH Makassar. *Exposure Journal*, 7(1), 58–70.
- Erlinda, R., & Dewi, S. R. (2014). Teacher's questions in efl classroom. *Ta'dib*, 17(2).
- Farahian, M., & Rezaee, M. (2012). A Case Study of an EFL Teacher's Type of Questions: An Investigation into Classroom Interaction. *Procedia - Social and Behavioral Sciences*, 47, 161–167. <https://doi.org/10.1016/j.sbspro.2012.06.631>
- Ho, D. G. E. (2005). Why do teachers ask the questions they ask? *RELC Journal*, 36(2), 297–310. <https://doi.org/10.1177/0033688205060052>
- Ibrohim, A. T., Septianti, A., & Sadikin, I. S. (2018). Students' Perception Toward Teaching English Vocabulary Through Total Physical Response (TPR) Method, 1(2), 145–156.
- Maolida, E. H. (2013). The influence of teacher's instructional objectives on variations of exchange patterns in an EFL classroom. *Indonesian Journal of Applied Linguistics*, 3(1), 68–80. DOI: 10.17509/ijal.v3i1.661.
- Ong, W. A., Swanto, S., & Alsaqqaf, A. (2020). Engaging in reflective practice via vlogs: Experience of Malaysian ESL pre-service teachers. *Indonesian Journal of Applied Linguistics*, 9(3), 715–723. <https://doi.org/10.17509/ijal.v9i3.23222>
- Paramartha, A. A. G. Y., Ramawati, N. M. S., & Suputra, P. E. D. (2018). Types, purpose, and strategies of teacher's questions in Indonesian EFL classroom of junior high school in Bali. *International Journal of Language and Literature*, 2(February), 8–18.
- Pratiwi, E., & Yulia, Y. (2018). An analysis of teachers' questions in English language classroom: a case study in year 10 of SMK N 1 Nunukan. *Journal of English Language and Pedagogy*, 1(1), 1–8. <https://doi.org/DOI: http://dx.doi.org/10.36597/jelp.v1i1.2792>
- Rido, A. (2017). What do you see here from this picture?: Questioning strategies of master teachers in Indonesian vocational English classrooms. *TEFLIN*, 28(2), 193–211.
- Roostini, K. E. (2011). A reflection on teacher questioning types. *Indonesian Journal of Applied Linguistics*, 1(1), 10–24.
- Sun, Z. (2012). An empirical study on new teacher-student relationship and questioning strategies in ESL classroom. *English Language Teaching*, 5(7), 175–183. <https://doi.org/10.5539/elt.v5n7p175>
- Ummah, K., Thaib, R., & Saun, S. (2016). Types of questions asked by English teachers in teaching and learning process at SMA Pembangunan UNP Padang. *Journal of English Language Teaching*, 5(1), 325–330.

- Vale, E. (2019). An examination of teacher questioning in a year 8 classics class. *The Journal of Classics Teaching*, 20(39), 24–32.
<https://doi.org/https://doi.org/10.1017/S2058631019000047>
- Yang, N. (2019). On the Study of Teacher's Question Types and Students' Answers in Primary School English Teaching. *Journal of Educational Theory and Management*, 3(1), 10.
<https://doi.org/10.26549/jetm.v3i1.1145>