TEACHER'S QUESTIONS IN EFL CLASSROOM

Rita Erlinda and Sari Rahma Dewi

Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah STAIN Batusangkar
Perum Permata Rizani, Blok F/7, Cubadak., Lima Kaum Batusangkar, Sumatera Barat
E-mail: doktordjitu@yahoo.com

Abstract

This study was addressed to explore types of questions and its frequency used by EFL teacher in the classroom during the teaching processes through analyzing the transcripts of the videotaped instructions. Another special emphasis is put on investigating the length of the students' utterances in responding the teacher questions. The participants were 29 Grade-eleven students and an English teacher. The results showed that rhetorical, procedural, closed, open, display, and referential questions were found, and it was more focused on the last four types of questions. However, display questions are more than twice as much as referential one, 50.8% compared to 14.6% occurrences, and closed questions are the most preferred questions with a total number of 252 which is also slightly more than double of referential questions which compose 62 questions. Conversely, open and referential questions produced longer students' responses than closed and display ones.

Key Words: *teacher question, EFL classroom interaction, student responses*

INTRODUTCION

In the learning process, teachers and students are the two components that cannot be separated because learning process involves interaction between the teacher and the students (Puliastuti, 2008:1). In foreign language classroom, the interaction between the teacher and the students is the opportunity for both to use and practice the target language (Faruji, 2011:1820) and it is the best chance for students to train their skills in the target language (Rohmah, 2010:1). It is clear that the interaction provide a wide range opportunity for the students to practice their language, and the teachers play the important rule to decide whether their students will get the chance or not.

One form of the interaction that open the chance for the students to use the target language is through questioning (Nurhidayati, 2006:142). It is one of the most activities spent by the teacher in the classroom. Research indicates that classroom teachers spend anywhere from thirty-five to fifty percent of their instructional time in questioning (Cotton, 2001:1).

Questions as the utterance used in questioning can be defined as any sentences which have interrogative form or function (Cotton, 2001:1); the sentences worded or expressed so as to elicit information (Hornby, 2008:360). Related to classroom activity, questions can be described as utterances used to seek information on a specific subject (Shomoossi in Meng, Zhao, & Chattouphonexay, 2012:2603). Puliastuti (2008:1) adds that questions are stimulus that forces students to think and learn, so that they will easily comprehend the material in addition to develop their thinking skill. In short, questions are any utterances expressed to get the information related to a certain subject or material.

In parallel, teacher questions can be defined as instructional cues or

stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it (Cotton, 2001:1). Furthermore, Tsui in Meng, Zhao, & Chattouphonexay (2012:2603) defines that teacher questions as all types and structures of utterances classified, either syntactically or functionally, as questions asked by teacher before, during, and after instruction in order to elicit students' responses.

There are many kinds of teacher questions. Some experts classify questions uttered by the teacher into some types. Basically, questions are grouped into three categories in terms of the purpose of questions in classrooms. They include procedural, convergent, and divergent questions as suggested by Richards & Lockhart (cited in Yan, 2006:19). According to the kinds of responses elicited, questions are categorized into open and closed questions (Rohmah, 2010:2). Based on the nature of interaction generated, questions can be divided into two types, display and referential questions (Yang, 2010:3; Long & Sato cited in Qashoa, 2013:54 & Yan, 2006:19). Another division of questions is based on the grammatical form of the questions as suggested by Thompson (cited in Yang, 2010:5). It includes yes/no questions and wh-questions. The next distinction of questions is concerning question cognitive level suggested by Bloom (cited in Widodo, 2006:4-5 & Qashoa, 2013:55). Bloom's taxonomy indicates that level of learning outcomes is determined by lower level questions (knowledge, comprehension and application) and higher level questions which encourage students to analyze, evaluate and synthesize. Apart from questions asked by the teacher that require students to answer, another type of question given is rhetorical questions. Asril (2011:84) defines that rhetorical

questions require teacher to answer the questions.

Teacher questions play an important role in learning interaction. Nurhidayati (2006:140) states that the use of questions is an integral part of the use of language, particularly in the interactional use of language. Here, questions are regarded to take central position for some purposes as suggested by experts and some are given here. They are: to stimulate and maintain students' interest, to encourage students to think and focus on the content, to elicit a particular structure or vocabulary items, to check understanding, to encourage participation (Ma, 2008:94); to develop thinking skill and the way to learn actively (Widjaya, Suandi & Putrayasa, 2013:2); to develop an active approach to learning, to stimulate students to questions themselves, to diagnose specific difficulties, to express a genuine interest in the ideas and feelings of the pupils, and to provide an opportunity for pupils to assimilate and reflect upon information (Hamiloglu & Temiz, 2012:2).

In language classroom, it is argued that questions can stimulate students to use the language. Through the interaction, questioning and answering activities, students get the chance to have experience in communicating, using the language (Nurhidayati, 2006:142). When the teacher asks questions and the students respond the questions, they use the opportunity to develop their language competence.

The range of the opportunity the students have to practice their language is based on the length of response requires by the teacher when uttering the questions and it is based on the varieties of teacher questions. Yang (2010:20) supports that generally shown a positive correlation between asking referential and open questions and students' production of target language but a

negative correlation between asking closed and display questions and the length of the students' responses. Thus, the more frequent teacher asked for open and referential questions, the longer responses would be produced by the students. For this importance, this research is more emphasized in discussing the four types of teacher questions–open, referential, closed and display–even though another types could be found and exposed later.

For open and referential questions, the responses required by the teacher are longer than closed and display questions. A study conducted by Meng (2012) showed that teacher tends to ask display questions than referential questions. However, it is assumed that the longer the response required, the more opportunity given to the students to practice the language. So that this research is aimed at answering the following questions:

1. What are types of teacher questions found in EFL classroom?
2. What are the frequencies of types of questions used by the teacher?
3. What is the length of students' utterances in response to teacher questions?

LITERATURE REVIEW

Questions refer to any sentences which have interrogative form or function (Cotton, 2001:1) expressed to elicit information on a specific subject (Shomoossi in Meng, Zhao, & Chattouphonexay, 2012:2603). Then, teacher questions can be defined as all types and structures of utterances classified as questions asked by teacher before, during, and after instruction in order to elicit students' responses (Tsui in Meng, Zhao, & Chattouphonexay (2012:2603).

Types of Questions

Teachers' questions have been categorized in a number of ways. Firstly, questions are classified into three types based on the purpose of questions in classrooms–procedural, convergent, and divergent (Richards & Lockhart cited in Qashoa, 2013:53-54; Yan, 2006:19 & Ma, 2008:100). Procedural questions relate to classroom procedures, routines and classroom management. They are used to ensure the smooth flow of the teaching process. Unlike procedural questions, convergent and divergent questions are designed to engage students in the content of the lesson, facilitate their comprehension, and promote classroom interaction. Convergent questions encourage similar student responses and short answers like yes/no or short statements. They require students to recall the previously taught material to answer the questions without getting involved in high level thinking skills. On the contrary, divergent questions are different from convergent questions. They encourage diverse long responses with higher-level thinking that require students to give their own answers and express themselves instead of just recalling previous lessons.

Secondly, in relation to the kind of response elicited, teacher questions are divided into open and closed questions (Barns in Yan, 2006:18-19). Open questions are all questions that have more than one acceptable answer (Yang, 2010:4). Ma (2008:100) characterizes this type as the questions that typically require a longer and less limited response. In addition, open questions allow the listeners to express their opinion, speculation, generation of hypotheses, and putting up of an argument. In contrast, the closed questions have only one correct answer (Rohmah, 2010:2). They have a short

and fixed answer so that there is only one existing answer.

Thirdly, questions are categorized based on the nature of interaction generated. Long & Sato in Qashoa (2013:54) suggest two types of this category include display and referential questions. Display questions refer to ones requesting information or answers that already known to the teacher. They are asked to check if the students know the answers (Hamiloglu & Temiz, 2012:3). In addition, display questions are designed to elicit or display particular structures (Yan, 2006:19); elicit short, simple and low-level answers. In spite, referential questions are type of questions requesting new information or the answers that the teacher does not know, and the students answer the questions in order to give the teacher information (Tsui in Yang, 2010:4). This type can gain various subjective information and draw answers referring to learners' opinion, judgments, and real life experiences, with the function of filling information gaps (Kao, 2012:5).

The previous types of teacher questions given by the experts could be simplified for their similarities. Apart from the procedural questions that does not directly connect to the material or lesson rather like to ensure the flow of the learning process, the rest types directly connect to the material. For their similarities in requiring short and limited response, closed and display questions belong to convergent. In contrast, questioning for long answer involves students to give their thought that may be different from others, and various answers could be acceptable, open and referential questions are grouped into divergent questions.

Fourthly, Thompson (cited in Yang, 2010:5) categorizes questions into yes/no questions and wh-questions based on the grammatical forms of the questions. The yes/no questions need the answer yes or no while a wh-questions needs more information in the answer rather than just yes/no. It uses a question word such as who, what, where, when, why, and how.

The last division of the questions is concerning questions cognitive level. This category suggests that the answers required by the questions state on certain level of cognitive. Bloom (cited in Qashoa, 2013:55 & Cotton, 2001:3-4) indicates that level of learning outcomes is determined by lower level questions (knowledge, comprehension and application) and higher level questions which encourage students to analyze, evaluate and synthesize. Lower cognitive questions are also referred to in the literature as fact, closed, direct, recall, and knowledge questions. In contrast, higher cognitive questions are defined as those which ask the student to mentally manipulate bits of information previously learned to create an answer or to support an answer with logically reasoned evidence. Higher cognitive questions are also called open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions.

The Functions of Questions in Learning Process

Questioning is one of the most frequent activity done by the teacher in the learning process. It may serve different functions which are listed by such researchers as Ma (2008:94) and Widjaya, Suandi & Putrayasa (2013:2) previously. According to Kauchak and Eggert (cited in Ma, 2008:93), the specific functions of the teacher questions can be grouped into three broad areas: diagnostic, instructional, and motivational.

As a diagnostic tool, classroom questions allow the teacher to glimpse into the minds of students to find out not

only what they know or don't know but also how they think about a topic. Through strategic questioning, the teacher can assess the current state of student thinking, identifying not only what students know but also gaps and misconceptions. A second important function that questions perform is instructional. The instructional function focuses on the role that questions play in helping students learn new material and integrate it with the old one. Questions provide the practice and feedback essential for the development. In addition, as the new material is being developed, questions can be used to clarify relationships within the content being discussed. A third function that classroom questions perform is motivational. Through questions teachers can engage students actively in the lesson at hand, challenging their thinking and posing problems for them to consider. From a lesson perspective, a question at the beginning can be used to capture students' attention and provide a focus for the lesson. In addition, frequent and periodic questions can encourage active participation and provide opportunities in the lesson for continued student involvement.

The Importance of Teachers' Questions in Classroom Interaction

Beside its various functions, questions can also contribute a lot to the classroom interaction structure. As a two-way interaction, questioning has its potential to stimulate students' interaction, thinking and learning. The use of questions can thus change the way of teacher monologue and involve students in the active classroom interaction, which helpful to the development of their language competence (Ma, 2008:94).

As a matter of fact, in the traditional classroom, teachers dominate the interaction and speak most. This interaction pattern is likely to inhibit students' opportunities to use language for communication (Yang, 2010:2). However through questioning, teachers open the chance for their students to use and practice their language. As an implication of one of the functions of the questions proposed by Morgan and Saxton (cited in Brualdi in Meng, 2012:2603) that is to allow students to express their ideas and thoughts, at that time students practice and use the target language. However, a question arises is how many time and words that the students practice when answering the questions from the students; whether or not the questions open a wide range opportunity to the students to use the target language in classroom. This can be answered by referring back to the type of the questions frequently used by the teacher, and it is one of the concerns of this study.

METHODS

The participants of this research were from Islamic Senior High School (MAN) 2 Batusangkar. They included all of the students of IA3 (science students) that consisted of 29 students and one teacher teaching English subject. The data were collected during five sessions of observations. The researcher came to the classroom to observe the learning process while videotaping the process because it was impossible to take a note for all questions expressed by the teacher and the responses from the students at the time. The videotapes would be the valuable source of data of this research. To collect the data, the researcher followed several steps. Firstly, researcher got familiar with the topic through studying some literatures and

relevant studies. Secondly, the participants of the research were selected. Thirdly, the observations towards classroom interaction were done. The researcher came to the classroom and videotaped the process. There were five times of observation used. Lastly, based on the videotapes, the data would be analyzed.

To answer the research questions, there were some procedures to follow. The first was transcribing the videotapes. The second step was coding the entire teacher questions found individually. In this step, the questions that do not require answer from the students were coded as rhetorical questions. The rest of them would be coded based on several types of questions such as, procedural, convergent includes closed and display question, and divergent includes open and referential questions. Out of the procedural and rhetorical questions, firstly both type open and closed questions would be coded, and lastly the data would be code again to find display and referential questions. After that, the types found were listed and grouped. Then, the data were analyzed. The last step was answering the research questions. In addition, to get the frequency of each type of teacher questions and the length of students' response, statistic descriptive using Ms. Excel software would be used. The formula used is by dividing the total number of words by the total number of each type of teacher questions as suggested by Qashoa (2013:58) and Yang (2010:10).

RESULTS

Types of Questions

In response to the first research question about the types of questions found in the classroom, the result of this study pointed out that the total number

of questions asked by the teacher in five meetings or observations was 480 questions, and some types of questions found were rhetorical questions, procedural questions, convergent questions include both closed and display questions and divergent questions include both open and referential questions. The total was from 151 questions from observation one, 95 questions from observation two, 128 questions from observation three, 47 questions from observation four, and 59 questions from observation five.

Before discussing the types, it is necessary to mention to avoid the misunderstanding that some closed questions could be either referential or display questions, and open questions could be referential or display questions (Rohmah, 2010:4). For example, this closed question also belongs to display question, "*Busy ini kata apa*? (290)". This question only elicits one correct answer and the teacher already knows the answer. Different from this, the question *"Do you usually get advice from someone? (301)"* is closed and referential because the there is no various responses like open question but the teacher do not know the answer. Other examples related to open question. Question *"Di pantai ada orang berenang, tapi ada kawasan tertentu yang tidak boleh berenang, karena apa? (457)"* belongs to open and display question because the answer may vary but the teacher already knows the answer. In spite, question *"What does your mother usually advice to you? (316)"* are open and display questions because there could various answers but the teacher do not the answer.

Apart from the previous explanation, there are some types of questions found in the classroom interaction used by the teacher. The first type, rhetorical questions found functioned in the learning process to

help teacher explain the material or certain problem. One of the examples was *"Kalau disini jelas asal muasalnya. Kenapa bentuk ketiga? (109) Karena dia udah lewat."* This rhetorical question did not ask students to answer.

The second type, procedural questions were asked to serve several functions. Some of them were used as teaching routines found in the beginning of the process, such as *"How is your life this morning? (152)"*, *"Any absent today? (154)"*, other questions were used to invite students' questions, such as *"Any questions? (40)"*, *"So far so good? (139)"*, etc. besides those question functioned to ensure the flow of the teaching process that to make sure whether the students understand and the next topic, or problem, could be explained.

Furthermore, two types of questions based on the kind of the response elicited–closed and open questions–were also found in this study. Closed questions have only one correct answer and it is a short and fixed answer. There were numerous closed questions found that serve some purposes, such as: to check student's answer of tasks as in *"Is it correct or not? (69)"*, to elicit the English version of certain words, phrases and sentences as in *"Kalau sedang apa Bahasa Inggrisnya? (170), Pick pocket apa? (397)"*, to elicit particular structure as in *"Kalo present perfect indirectnya, itu di ubah jadi apa? (27)*, to check students' understanding as in *"Ciri khas dari past perfect apa? (83)"*, etc. There was limited even only one short answer required to answer the questions, and almost of them functioned to recall information.

Is spite, open questions that typically require a longer, less limited response and allow the students to express their opinion were found fewer.

Some samples of them were, *"What will your mother tell you to advise? (324),* Nah, what should I do if you were me? (338), *Apa contoh kalimat yang mungkin smoker jawabannya? (420)"*. Those questions asked the students to tell their own opinion about particular problem that might be different from others, and all answers would likely be acceptable.

Moreover, display and referential questions were also found. Both types of questions are categorized based on the nature of interaction generated. The former is a question which is not a real question, in fact the teacher knows the answer, but to check whether the students know the answer. There were a lot of examples of this type found, such as: *"Dia pakai have kemudian ada eaten, ini verb keberapa? (21)"*, *"Do you know the meaning of advice? (310)"*, etc. Similar with closed questions, this type also elicit short response of students. The later asks the information which is not known by the teacher. There were some examples found, for instance *"When do you usually get advice from someone? (301)"*. The information asked was not known by the teacher and the student was asked to fill the gap. This type was also found to ask students' opinion toward particular case, such as *"I'm not mood right now, but I must teach you, what should I do? (348)"*. This type is also similar with open questions.

The Frequency of Teacher Questions

The teacher questions had been analyzed in terms of several types previously. To answer the second research question related to which questions used most frequent by the teacher, the following table would show the distribution of the questions types from observation (O) 1 until 5.

Table 1. Types of Teacher Questions

Types of Questions		(O)1	(O)2	(O)3	(O)4	(O)5	Total	%
Rhetorical		6	2	-	2	2	12	2.5%
Procedural		53	20	36	12	33	154	32.1%
Convergent	Closed	81	69	47	32	23	252	52.5%
	Display	84	69	34	3	24	244	50.8%
Divergent	Open	11	4	45	1	1	62	12.9%
	Referential	7	4	59	-	-	72	14.6%

The table shows that 2.5% of 480 questions found were rhetorical questions. Procedural questions took 32.1% of all questions uttered by the teacher. Closed questions comprised 252 questions or took 52.5% of all questions. The display questions included 50.8%. 12.9% of questions were open questions, and 14.6% were referential. Thus, about 51.7% of teacher questions were convergent, but only 13.8% were divergent.

Concerning to the type of question based on the kind of response elicited, closed questions are more than twice as much as open one, 52.5% compared to 12.9% occurrences. The same case happens to both display and referential questions. The table indicates that display questions are the most preferred questions with a total number of 244 which is also slightly more than double of referential questions which compose 72 of total 480 questions.

The Length of Students Utterances in Responding Teacher Question

Before exposing the average length of the students' response, it is necessary to mention that not all of the teacher questions were answered by the students in verbal way. For instances, the number of procedural questions was 154 questions. However, students only answered 76 questions, and did the other questions. The rest of the questions were responded by gesture such as using their head to say yes/no to respond such questions as *"Can you? (276) "* when teacher asking for a student ability to solve an exercise. The remaining questions were not responded since the students did not know the answer and finally, the teacher used other clues to guide the students to the answer or only tell the answer to the students. For example, *"Home room teacher, what does it mean? (327)"*. Since the students did not know, the teacher told, *"In this class your homeroom teacher is Buk Indriyani"*.

It is worth noting that students' production of language represented by the length of students' responses to the asked questions was measured by counting the number of words in students' answers for each type of questions except rhetorical questions that do not require students' answer as in the following table.

Table 2. Length of Students' Response

Question Type	Total of Questions	Answered Question	Total Words	Average Length
Procedural	154	76	183	2.41
Closed	252	165	283	1.72
Open	62	23	99	4.30
Display	244	163	311	1.91
Referential	72	25	71	2.84

With respect to the average length of students' responses (calculated by dividing the total number of words by the total number of each type of teacher questions used by Qashoa (2013) & Yang (2010)), open questions scored higher average (4.30) than closed ones (1.72). The difference is 2.59. In parallel, display questions scored lower average (1.91) than referential ones (2.84) with 0.93 length differences. In other words open and referential questions produced longer answers. In addition, toward procedural questions, the average length of students' response was also higher than procedural question.

Besides using English words, the previous total words shown in table included students' response in Indonesian and Minangkabau language (students' native language). The following table shows the average length of students' response included only English words.

Table 3. Length of Students' Response in English

Question Type	Total of Questions	Answered Question	Total Words	Average Length
Procedural	154	30	62	2.07
Closed	252	84	144	1.71
Open	62	10	24	2.07
Display	244	85	144	1.69
Referential	72	11	32	2.91

Even though the average length of students' response in English toward teacher questions scored lower than previously, open questions still scored higher average (2.07) than closed ones (1.71); referential questions also took higher average (2.91) than display ones (1.69). Accordingly, divergent questions produced longer students' responses.

DISCUSSION

Questioning is a key tool for instructing and evaluating in classroom (Qashoa, 2013:59). As a result, it is not surprising to see the large quantity of questions asked by the teacher. Concerning to the teacher question types include closed, open, display, and referential questions as the core of this study, the result revealed that closed and display questions were the most common and frequently asked questions in the five meetings. These findings are similar to previous studies such as Yang (2010); Meng, Zhao & Tao (2012) that also found that closed and display questions were asked very frequently in teaching. In contrast, open and referential questions were fewer found.

According to Yang (2010:16), the types of questions asked by the teacher are related to the pedagogical purposes. In addition, Dashwood in Hamiloglu and Temiz (2012:6) states that display questions are typical of teacher-fronted lessons in which transmission of knowledge from the teacher to the student is the expected from the interaction, adding that they are not conducive to discussion. These ideas could answer the previous phenomenon that closed and display questions were mostly used rather than open and referential questions.

In the first observation, the main topic discussing in the teaching was

direct and indirect speech which are known as grammar topic. Gerund as another grammar point was discussed in the second observation. In third observation, the topic was asking and giving advice, but a lot of minutes were spent in the beginning of teaching process to discuss students' task related to gerund. In the fourth observation, the teacher reviewed the material. Finally, in the last observation, the teacher discussed the questions in their previous daily test and reviewed the material.

From the material, the pedagogical purposes are determined and they influence the types of questions used by the teacher. The number of closed and display questions found in the present study were used by the teacher in order to draw the students' attention to the correct form (e.g. *"Had atau Has?"* (73) in observation one), check their knowledge about the target grammatical structure (e.g. *"Living berasal dari kata apa?"* (186) in observation two), and elicit target vocabulary items from her students (e.g. *"Dilarang berbicara?"* (402) in observation four). As suggested by Littlewood in Yang (2010:17), in teaching grammar, before having any communicative language practice, teachers may often want to engage the learners in practicing the language so that they can focus clearly on the structure itself. This can be achieved through some questions and answer practice. As those teaching process mainly discussed grammar, the major purpose is to enable learners to practice the language structure. Thus, closed and display questions took most.

A slightly different in the third observation, the main purpose of the teaching was enable learners to use the expression given and would be used in the real communication. Consequently, open and referential questions were used more to encourage students to express their experience about certain case, such

as "What does your mother usually advise to you" (316), and to tell their opinion about particular phenomenon, such as "Ok, what should I do if you were me?" (352).

Richards and Schmidt in Meng, Zhao & Tao (2012:2607-2608) states that it has been suggested that one way to make classes more communicative is for teachers to use fewer display questions and more referential. Conversely in the present study found that when the students were asked by open and referential questions, they took longer time to think and caused the teacher to repeat the questions more than ten times. It happened when the teacher asked the students to tell their advice to a particular problem given by the teacher (in the observation 3). On the other hand, when given closed and display questions, they responded it quicker than open and referential ones. It could cause teacher to use more closed and display as suggested by Qashoa (2013:54) that students' level could determine the types of questions used by the teacher.

Although the number of open and referential questions asked in the five meeting was less than closed and display ones, longer students responses were elicited by open and referential questions (4.30 and 2.84 the average words per open and referential questions). The students' responses tended to be very brief (two words or less) when closed and display questions were asked. However, the long responses were produces by the closed and display questions only because of the long question of the students' grammar exercise. This happens when the teacher corrected the indirect speech made by students. She asked such question "Directnya apa? (32)" and the students responded by reciting the question "I may be absent from the class tomorrow".

Even though the students' responses toward open and referential

questions were longer than display and closed ones, it did not show that students had already practiced more target language. In fact, the average length of the students' responses in English was less than four or three words. Swain in Qashoa, (2013:59) states that increasing the amount of class interaction (learner output) is of great importance for EFL context where the target language is produced only in the classroom, hence teachers should be able to encourage students to produce more language. In addition, since the current teaching approach is competence based instructions, teacher should provide a wide range of opportunity to the students to practice their language rather than learning the grammatical pattern. Consequently, teacher should likely ask more open and referential questions because they encourage students to elicit longer response, without ignoring the factors influencing teacher choice of questions.

In addition, Smith and Higgins (cited in Yang, 2010:18) suggests that in many instances, it may not be the questions asked determine the amount of student responses but how the teacher responds to the student's answer. This phenomenon can be illustrated in the question "Do you know the meaning of advice?" (310). This question only required yes/no answer, but in that way the teacher responded to the students' one word yes/no answers by asking them for more information that made the students expand on their responses and produce longer responses.

CONCLUSION

The present study investigated the types of teacher questions and its frequency found in the classroom interaction and addressed the length of students' utterances in response to teachers' questions. This study have shown some types of questions found such as rhetorical, procedural, closed, display, open and referential questions. Related to the distribution of the question types, more fell into closed and display question while so few into open and referential ones. Furthermore, the types of questions used determine the length of the responses. Open and referential questions produced longer answers than closed and display ones. Consequently, teacher should be able to vary their questions and ask more display and referential questions rather than just accepting those brief and syntactically less complex responses since students only produced the target language in the classroom. Moreover, the main focus of the instruction nowadays is how to enable students to use language. Therefore, there would likely no objections to use open and referential questions more.

REFERENCES

Asril, Zainal. 2011. *Micro Teaching: Disertasi dengan Pedoman Pengalaman Lapangan*. Jakarta: Rajawali Press

Cotton, Kathleen. 2001. *Classroom Questioning*. School Improvement Research Series SIRS, Northwest Regional Educational Laboratory.

Faruji, Laleh Fakhraee. 2011. *Discourse Analysis of Questions in Teacher Talk*. Theory and Practice in Language Studies, Vol. 1, No. 12, pp. 1820-1826, December 2011

Hamiloğlu, Kamile & Temiz, Gürkan. 2012. *The Impact of Teacher Questions on Student Learning in EFL.* Journal of Educational and Instructional Studies in the World, May 2012, Volume: 2 Issue: 2 Article: 01 ISSN: 2146-7463

Hornby. 2008. *Oxford Learner's Pocket Dictionary Fourth Edition.* Oxford: Oxford University Press

Kao, Shin-Mei and Weng, Wang-Chi. 2012. *"Do You Understand?": An Analysis of Native and Non-native EFL Teachers' Questioning Patterns at a Taiwanese Cram School. Yunnan Nationalities University, China.* Quarterly Journal Vol. 14 Issue 4

Ma, Xiaoyan. 2008. *The Skills of Teacher's Questioning in English Classes.* International Education Studies Vol. 1, No. 4. November, 2008

Meng, Junyi & Zhao, Tao. 2012. *Teacher Questions in a Content-based Classroom for EFL Young Learners.* Theory and Practice in Language Studies, Vol. 2, No. 12, pp. 2603-2610, December 2012

Nurhidayati. 2006. *Penggunaan Pertanyaan dan Respons dalam Interaksi Belajar Mengajar Bahasa Arab di Madrasah Aliyah.* BAHASA DAN SENI, Tahun 34, Nomor 1, Februari 2006

Pujiastuti, Sintya. 2008. *Pentingnya Pertanyaan dalam Proses Pembelajaran.* Bina Talenta, The Advanced Elementary School Arsip.

Qashoa, Sulaiman Hassan. 2013. *Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction.* The International Journal of Social Sciences 30th January 2013. Vol.7 No.3

Rohmah, Zuliati. 2010. *Teacher's Questions in Reading Classes.* TEFLIN Journal Vol.13

Widjaya, Suandi & Putrayasa. 2013. *Analisis Pertanyaan Guru dalam Proses Pembelajaran Bahasa Indonesia pada Siswa Kelas V Sekolah dasar Negeri 3 Selong Lombok Timur Nusa Tenggara Barat.* e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa dan Sastra Indonesia (Volume 2 Tahun 2013)

Widodo, A. 2006. *Profil Pertanyaan Guru dan Siswa dalam Pembelajaran Sains.* Jurnal Pendidikan dan Pembelajaran 4(2)

Yan, Ma Xiao. 2006. *Teacher Talk and EFL in University Classrooms.* China: Chongqing Normal University & Yangtze Normal University (Published Dissertation)

Yang, Chi Cheung Ruby. 2010. *Teacher questions in second language classrooms: An Investigation of Three Case Studies.* Asian EFL Journal, 12(1), 181-201.