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***AN ANALYSIS OF TEACHERS' QUESTIONING IN TEACHING  
LISTENING AT SECOND SEMESTER STUDENTS OF UNIVERSITY OF  
NUSANTARA PGRI KEDIRI ACADEMIC YEAR 2016/2017***



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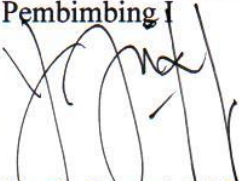


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# AN ANALYSIS OF TEACHERS' QUESTIONING IN TEACHING LISTENING AT SECOND SEMESTER STUDENTS OF UNIVERSITY OF NUSANTARA PGRI KEDIRI ACADEMIC YEAR 2016/2017

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## ABSTRACT

Listening is one of the most important skills used by students while communicating with each other. Listening is a skill which allows students to understand what someone is talking about. It means that listening is catching information from the speaker. So the lecturer uses questioning to help and guide them in teaching listening. The aim of this research is to identify types of question used in teaching listening, to describe the function of questions delivered by the lecturer in teaching listening and to know types of higher level of thinking are developed in teaching listening at second semester students. This research approach was qualitative research and the research method was case study design. The subject of the research was an English lecturer in University of Nusantara PGRI Kediri. The result of the research showed that the lecturer used three types of question in teaching listening they are procedural question, display question and referential question. Also the research showed that the lecturer used types of higher level of thinking in teaching listening from six level. They are Knowledge, comprehension, application, analysis synthesis and evaluation. The lecturer only used three types of higher level of thinking in teaching listening, they were knowledge, comprehension and evaluation. From the finding above, it can be concluded that in teaching listening the lecturer still minimally guide students' higher level of thinking in teaching listening. The researcher suggests that the lecturer should use more of question higher level of thinking to guide students' higher level of thinking in teaching listening.

**KEYWORDS** : : Listening, Teachers' questions, Higher level of thinking.

## I. INTRODUCTION

Listening is one of the most important skills used by people while communicating with each other. Listening is different from hearing. Hearing is a physical ability while listening is a skill which allows you to understand what someone is talking about. According to Underwood (1989:418-437), hearing is a passive activity but not listening which is an active one because listeners need to concentrate on the message to be able to understand what they

hear. It means that listener must understand what a speaker says, it is supported by Saricoban (2012:1) who states that "listening is the ability to identify and understand what others are saying." Listening means paying attention and making an effort to process what the speaker's saying.

In fact, in listening classroom students have problems. Students often get difficulties in listening for example; they are confused what is the speaker says and

they do not understand a word. According to Ur (1996:111), that there are some students difficulties in learning listening: getting trouble with sounds, needing understanding every word, being unable to understand fast and natural native speech, needing to hear things more than once, finding it difficult to keep up, and get tired.

So, it needs the role of the teacher in teaching listening to help students. Teacher not only transferring the knowledge but also stimulating the learner's proficiency. When the interaction occurs, learners have more opportunity to practice their language that they learn. In language learning, the interaction can be stimulated by many activities, such as group discussion, pair work, and also giving questioning (Brown, 2001). By questioning, teacher stimuli students to think actively what should they listen and they will find out the answer easily.

Questioning is purposed to give students more chance to think and to understand about the question. To understand question theoretically, it refers to any sentence which has an interrogative form or function; while in a classroom setting, teacher questions are defined as instructional indications or stimuli that convey to students the content elements to be learned and directions for what and how of doing things (Denzin & Lincoln, 2000).

Questioning has an important function. In terms of its functions, there are

several detailed reasons why questions are so commonly used in teaching and learning. They stimulate and maintain students' interest. They encourage students to think and focus on the content of the lesson. They enable the teacher to clarify what the student has said. They enable a teacher to elicit a particular structure or vocabulary items. They encourage student participation in a lesson (Richards & Lockhart, 1994:96).

There are types of questions that the lecturer can use it to check students' understanding. According to Ellis (1992:700) says that a display questions as one designed to test whether the addressee has knowledge of a particular fact or can use a particular linguistic item correctly. Means that questions which the questioner already knows the answer and is merely testing the respondent's knowledge or understanding.

There are several types of higher level thinking. Bloom (1956: 18) categorized the level thinking which is well known as Bloom's Taxonomy which consists knowledge is the lowest level, followed of comprehension, application, analysis, synthesis, with evaluation at the highest level.

Based on the previous studies about teachers' questioning have shown result. Research conducted by Xiaoyan Ma (2008) about the skill of teachers questioning in English classes. The finding

shows that English teaching is a process that the teacher interact with students. By asking and answering are the primary ways to communicate with each other. The other study comes is stated by Naz (2013), that questioning of asking developmental question is an art as it requires experience, listening, and guiding others to learn by thinking and personal reflection. From the two previous studies above it can be concluded that first, teachers' questioning can be used as a technique in teaching listening. Second by questioning students can think and it can guide them

Based on the previous study above, the researcher gets idea how is teachers' questioning in teaching listening at second semester of University of Nusantara PGRI Kediri. Teachers' questioning is usefull to help students in listening. The lecturer uses questioning to guide them in teaching listening also questioning can be a stimuli and make students think actively because the reseacher studies in University of Nusantara PGRI Kediri, so the reseacher knows the situation and condition teaching learning process. The researcher chose a lecturer because the lecturer has experienced in teaching English for long time. The reseacher chose second semester because all of students were confused and do not understand about the message what are they going to listen. The students need guided for the lecturer by questioning. Sometimes they do not know what is the

meaning of the word. So, the lecturer uses questioning to help and guide them when they are going to listen and after listening they try to find out the answer.

This research was conducted to identify the types of teacher's questions , to describe functions of question and to know types of question are developed by the lecturer in teaching listening at second semester students of University of Nusantara PGRI Kediri.

## II. RESEARCH METHOD

This research used qualitative approach. The design was case study. Because the aim of this research to identify the types of questions, to describe functions of question and to know types of higher level of thinking are developed in teaching listening. The data explained through description.

The researcher became a key in collecting the data. Based on Ary (2010: 424) "in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data." It means that the researcher acts as a human instrument and data collector at once. The researcher designs the instrument or tool for the research.

To collect the data the researcher used observation, interview and documentation. During observation the researcher made a field note as supporting data to make it detail also the researcher took the video

during teaching learning process. The researcher interviewed the lecturer to get depth information about teachers' questioning.

After the data had been collected the researcher analyzed it through three stages. They were: (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

In order to check the validity of the data the researcher used triangulation that which consists of observation, interview and documentation.

The research conducted in University of Nusantara PGRI Kediri. The subject was an English lecturer who taught listening at second semester students. The reason why the researcher chose the lecturer because the lecturer used questioning in teaching listening. He has experienced in teaching English about five years

### III. FINDING AND CONCLUSION

Based on the research questions, the finding were finding out about the types of questions that used in teaching listening, the functions of question delivered by lecturer in teaching listening and types of higher level of thinking are developed in teaching listening.

The researcher did the observation on the first day when the lecturer taught functional text about ached have you got headache in teaching listening. It was done to observe and find out types of questions ,

functions of question that used by the lecturer and types of higher level of thinking. Then the second day, the researcher did the interview with the lecturer to ask about functions of question and types of higher level thinking that he used. It was also done to support the research data that taken from the observation and documentation.

First finding was identifying the types of questions that used in teaching listening. It shown that in delivering the questions in teaching listening at second semester students. The lecturer used three types of question they are procedural, display and referential question.

The lecturer came to the class and greeted them at 01.00 P.M. He asked the students how they feel today. He asked about their condition "Good afternoon. How are you today?". Then the students answered "I am fine".

The lecturer began the lesson by continue the topic that will be taught. the topic is ached, Have you got headache. In this topic there are three listening section. The lecturer gives first question for students "Did you open edmodo?" some of students answered "Yes" and some of students answered "No". The question means that the lecturer checks students already done their task or not because the lecturer gave task to students in edmodo.

In teaching listening the reseacher observed and found that it was 41

questions in total of questions that posed by the teacher orally in teaching listening.

The lecturer gave 11 questions in first section. That it shown the lecturer used three types of question they was procedural question, display question and referential question. for example of procedural question that used by lecturer *"Did you open edmodo?"* it is procedural question which the lecturer asked about task that he gave to students and they already done or not. Example of display question that used by lecturer *"What is the answer B?" "What is the answer C?"*. It is a display question that the lecturer knows the answer and he checks students' understanding and answer. Example of referential question that used by lecturer *"any one of you ever got headache? When?"* and *"ada yang lain pernah sakit kepala?"* the questions are referential question, which the lecturer does not know the answer and the lecturer asked question to get the information from the students.

After the lecturer already discuss first listening section, the lecturer continue the second listening section. During observation teaching listening at second semester students. The reseacher found that it was 11 questions in total of questions that posed by the lecturer orally. Before students listen the lecturer gives intruction to find point a,b,c after they listen.

In second section the lecturer asked question orally *"Are you ready?" "Have you got the answer?" "Do you want to repeat once again?"*. Those questions are procedural question which question is relate to classroom and students control processes. Then the lecturer asked *"Let's discuss, 'what is the answer A?' 'What is the answer B?' 'What is the answer C?'"* *"Four hours or twenty four hours? What is the answer?"*. Those questions are display question which the lecturer know the answer and checks students' answer and understanding. The last, Pay attention in number 3 and 4, *"Any difficult words in number 3?"* it is referential question which the lecturer does not know the answer.

*"Apa bedanya take and put? (what is the differences take and put)"* *"Next , who wants to try answer?"* The last, *"what is the answer?"* they are display question that the lecturer knows the answer and check students' answer.

After the lecturer already discuss second listening section, the lecturer continue the third listening section. During observation teaching listening at second semester students the reseacher found that it was 17 question in total of questions.

In third listening section, the lecturer asked questions *"Are you ready?"* *"Are you finished?"* *"What is number 2?"* they are procedural question, which the question is relate to classroom and students control processes. *"What kind of*

*ingridients?" "Number 3?" "Next?" they are display question which the lecturer knows the answer and checks students' answer. "Number 1-3, do you have any difficult words?" it is a referential question which the lecturer does not know the answer. "Number 1?" "Number 2? Yes or no? Why do you choose yes or no?" "Number 3?" "Ada yang mau mencoba menjawab nomor 4?"volunter please.*

*(who wants to try answer number 4? Volunteer please.) The last one, "who wants to try answer?" "Mana yang lebih populer modern medicine or traditional medicine?" (Which one more popular modern medicine or traditional medicine?). Those questions are display question which the lecturer knows the answer and checks students' answer and understanding.*

*"Any other idea?" it is referential question which the lecturer does not know the answer and he wants to know other students' answer.*

*"Talking about money, mana yang lebih murah obat rumah atau apotik?" (talking about money, which one more cheaper home medicine or apotik?). it is display question which the lectruer knows the answer. "Any other opinion?"Anda pilih mana modern or home medicine? What is your opinion? (which one do you choose modern or home medicine? What is your opinion?). it is referential question that the lecturer does not know the answer.*

Next about functions of question delivered by lecturer in teaching listening at second semester students. There was four functions question delivered by lecturer in teaching listening. They are stimulate and maintain students ineterst, it means that the lecturer gave question like leading question. Elicit a particular stucture or vocabulary items, it means that the lecturer gave question to pay attention the meaning of certain a word before they are going to listen. Check student's understanding, it means that the elcturer gave questions after they listened and the lecturer wanted to check stduents' answer. Encourage student participation in a lesson, it means that the lecturer gave question to give opportunity for all of studenst to answer the question.

The last is types of higher level of thinking are developed in teaching listening. The lecturer used three types of higher level of thinking in teaching listening at second semester students they are knowledge, comprehension and evaluation. The question in knowledge that posed by lecturer orally "Number 1?" "Number 2?" "Number 3?" " "Number 4?" "Number 5?" "Number 6?" "Number 7?" "What is the answer A?" "What is the answer B?" "What is the answer C?" "What is the answer point B?" those questions are categorized in knowledge level which question requires students to remember the information that it was learned. To answer



question in level knowledge. The students must simply remember facts, observation and definition that have been learned previously. It means that after the students listen, they should remember and catch the information from the speaker says to answer the question.

In comprehension the lecturer posed questions *“Mana yang lebih populer modern medicine or traditional medicine?”* *“Talking about money, mana yang lebih murah obat rumah atau apotik?”* those question are categorized in comprehension. The question requires student to answer by comparing and describing modern medicine or traditional medicine. The students answered by describing medicine or traditional medicine using their own word.

In evaluation the lecturer asked question *“Anda pilih mana modern or home medicine? (Which one do you choose modern or home medicine?) What is your opinion?”* from the question it can be known that students share their opinion about the issue by questioning that posed by lecturer. They answer the question based on their ideas. So all of them can share their opinion free related the topic of the question. Because every student has different ideas only some students answer the question.

Based on the research finding which the result of first and second research question was in teaching listening at

second semester students they were only three types of questions used by lecturer. They were procedural, display and referential question. This finding was in line with the previous study finding that conducted by Xiayon Ma (2008) about the skills of teachers’ questioning in English classes. The questioning in his study was about questions in English classes.

The result of third research question was that the lecturer used three types of higher level of thinking which knowledge and comprehension are low level and evaluation is high level which mentioned by Blooms’ taxonomy (1956:18) there are six level of thinking they are knowledge , comprehension, application, they are low level. Analysis, synthesis and evaluation they are high level. The finding of this study had differences with the previous study on teachers’ questioning effects on students communication in classroom performance by Naz (2013). The result is different. On his study the result of using types higher level of thinking they are analysis, synthesis and evaluation.

It can be concluded that in teaching listening at second semester students, types questions that posed by lecturer can measure students; understanding because most of questions are display question. But in types of higher level of thinking the lecturer still minimally guide students’ higher level of thinking in teaching listening The lecturer only used one it was

evaluation. So, the lecturer should use more of question higher level of thinking to guide students' higher level of thinking in teaching listening.

Teacher still less asked questions on comprehension level. Also, the researcher concludes that teacher applied strategies in questioning in teaching reading comprehension. Because the teacher used two strategies in questioning, which were mix and peaks strategies.

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