AN ANALYSIS OF TEACHER'S DISPLAY QUESTIONS AND REFERENTIAL QUESTION IN ELEVENTH GRADE AT MAN INSAN CENDEKIA JAMBI

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Abstract

Following a descriptive qualitative approach, this study aims at describing the teacher's questioning strategies and the syntactic structures attributed to the teacher's display questions and referential questions, as well as the students' responses. The participant is the English teacher of MAN Insan Cendekia Jambi. The data were collected through observing the eleventh grade classroom by taking video-recording. The finding shows that there are the display questions and the referential questions patterns during the classroom observation. Most of the questions that the teacher posed during observation are referential questions. Display questions were posed differently from referential questions. The teacher employed the display questions by giving shortly even no wait time for chorus response and the questions were answered by the class as a whole restrictedly and instantly. The questions were also modified by repeating the previous questions and posed mostly by applying wh-question, declarative, and alternative form. In contrast, referential questions were posed by providing longer wait time for the students, and modified by giving clues. Moreover, this question type was directed to the chorus response and some selected students, but mostly answered by the volunteers elaborately. In terms of the syntactical structure of the questions, it is clear that referential questions are posed by asking wh-question form. Not only using wh-question form, the referential questions also are posed using yes/no form. Based on these findings, it can be the guidance of the teacher to pose the question in language classroom in better ways, especially by not only considering the pausing time (wait-time), but also the background knowledge of the students about the topic asked in order to get the good response or answer from the students. The result this study can be helpful for the teacher to manage the teacher's talk in teaching and learning process in the classroom.

I.   Introduction

Background of the Research

Learning English now seems really important in Indonesia by considering that English is regarded as a language for communication in wider society, especially in Free Trade Era. It is also supported by the consciousness of people to learn English as a second language (ESL) or primary as a foreign language (EFL).

There are many numbers of purposes they need to achieve in learning English. The one of aspirations in learning English is to become an effective language user. The most important factor which indicates an effective language user is that student is enabled to do most of the talking (Özcan, 2010). Meanwhile, teacher is the one who has determining roles in learning. Teacher talk plays a crucial role in language learning since teachers have a superior status in the classrooms and they control topics of classroom discourse and also provide the target input that the students will receive. It means that teachers who control what will be talked by students in classroom discourse.

To make students actively involved and willingly participate in the teaching and learning process, they need to be stimulated. One sign of activities that can stimulate students' response and facilitate students' participation and also can cover teachers' superior status who talk more dominant in a classroom is asking question. Teacher's question or teacher questioning is one of the most common techniques in the classroom interaction.

Moreover, (Ellis 1994) states that asking questions gives teachers control over the classroom discourse.

Teacher questions have been categorized into some classifications, the main classification is from Long and Sato (1983), display question and referential question. Display questions are questions which teachers already have known their answers while referential questions are questions which teachers have not known the answer and it is commonly asked to gain the information from the students. While posing a question, every teacher has their own referring question, whether it is display or referential question, considering to whom that question is revealed. The teachers also have their own way to deliver those questions. Moreover, the teacher is also different to the other teachers in structuring the question, it may be WH- question, or yes/no question, tag question, declarative question or the other syntactic structures of question. Not only the teacher, but the students also will give different response towards the teacher question. That answer might be short or long one or even the students don't want to answer the question.

By considering the explanation above, it looks interesting to look deeply how representative teacher as selected teacher create an effective learning by delivering the question in EFL classrooms. For getting a great quality data, the researcher will select one of the modeled school in Jambi, MAN Insan Cendekia Jambi. Different study was carried out to explore EFL classroom by investigating the display and referential question, the way the questions delivered, syntactic structures attributed to the teacher questions, and the students' response towards display question and referential question. Hence, this study was conducted entitled "An Analysis of Teachers' Display and Referential Question in Eleventh Grade at MAN Insan Cendekia Jambi."

Research Questions

The problems of this research will be formulated as follows:
1. How does the teacher employ the display questions and referential questions in the classroom?
2. What is the syntactic structure attributed to the teacher display questions and referential questions?
3. How do the students response to the teacher display question and referential question?

Research Objective

In this study, the research is objected to:
1. describe the ways teacher employs the questions to the students in the classroom.
2. describe the recurrent syntactic structure attributed to the teacher questions.
3. describe the students response towards teacher display and referential question.

Limitation of the Research

This research is limited on:
1. The display and referential questions.
2. The classrooms targeted are the eleventh grade at MAN Insan Cendekia Jambi.
3. The interaction that will be transcribed is only the teacher-students interaction.
4. The questions that will be analyzed are the English question and the Indonesian questions or other languages being excluded.

Significance of the Research

The significances of this study are as follows:

1. Theoretically, this research is expected to provide relevant knowledge about the EFL classroom analysis especially on the concept of display and referential question.
2. The finding of this research may help teachers at MAN Insan Cendekia Jambi in varying the questions, the strategies employed and its structures when posing the questions in the classroom.
3. Practically, the results of this research are expected to manage classroom interaction be more effective and interesting by delivering any kind of questions.

II. Review of Related Literature

English as Foreign Language (EFL) Classroom Interaction

It is known that the primary aim of learning language in classroom is becoming an effective language users in its spoken or written (McKay, 2006). The key point to reach that goal is interaction. Hence, Hall and Verplaetse (2000) claim that interaction has been considered important in language learning, especially in the field of second language acquisition (SLA). According to Sinclair and Coulthard (1975) cited in Ur (1996), classroom interaction is started with teacher initiation, students' response, and teacher feedback or evaluation.

In EFL classroom, teachers are the one who has determining roles in learning. Teacher talk is crucial thing, not only for organizing the teaching and learning process in classroom, but also for the process of acquisition (Nunan, 1991, as cited in Choudhury, 2005). Teachers should facilitate the second language acquisition by creating the interaction to students. This teachers' role actually give chance to the students to learn English effectively and acquire it naturally (Choudhury, 2005).

The Concept of Teacher Questioning

Teacher's question or teacher questioning is a kind of input provided by teacher. Teacher's question is also the most common techniques in the classroom interaction. The use of question as a technique of teaching in the classroom defined in many viewed. Lightbown and Spada (2013) notes that question is a basic concept in engaging students in interaction and in exploring how much they understand about what its being in interaction. Questioning plays an important role in language acquisition, because, as Ellis (1994) claims that language learners will have the opportunity to participate if they are asked a question by the teacher. Teachers' questions also provide students opportunity to produce language without worrying the lack of language competence and without confusing to initiate an interaction with others. Although the questions stimulate students' response, asking a lot of questions is not good idea because it will less motivate students to initiate learning (Choudhury, 2005).

Types of Teacher's Questions

As becoming an effective language users in its spoken or written form in communication is the utmost goal in language teaching, Long and Sato (1983) have classified the question into two board categorized, Display question and Referential question. Display questions are the questions for which the teacher already knows the answer, they test the students' knowledge of previously taught studies, whereas, referential questions are

genuinely information-seeking questions, aiming to acquire new information (Ellis, 1994). Display question and referential question are likely to cover the other types of question. According to Ellis (1994), display question is likely to be closed question while referential question refers to open question. Open and close question itself is types of questions by Barnes (1969). Moreover, both display and referential question also can cover the types of question from Richard and Lockhart (1998), divergent and convergent question. Ozcan (2010) noted that Display question also called convergent question refers to close ended question which students are not expected to give new information because the question only need the answer based on the text while referential question also called divergent question refers to open ended question (Dos, Bay, Aalansoy, Tiryaki, Cetna, and Duman, 2016) in which elicit more complex and longer answer (Brock, 1986).

Display Question

Display question according to Long and Sato's theory (1983) is a type of questions in which the answer is already known by the teacher and it seems that teachers know much than the students about the answer (Lightbown and Spada, 2013). This question is placed as a test to the learners to elicit the previous information (Ellis, 1994), for example "who is the man you see in the video clip?" and "what is unit 2 about?." Besides that, Lin (2011) notes that display questions are to test students' knowledge of fact. This type of questions is as a question in which teacher wants to test students to recall the previous fact from their memory after learning a lesson. In addition, display question is delivered to check text comprehension or students' knowledge about a text (Yang, 2010) and to request the clarification of the lesson (Fakeye and Ayede, 2007). For instance, after reading a passage, teacher ask a question to the students about what was being read, such "what is the main topic of the text?."

The teacher uses display questions in EFL classrooms to generate practice in the target language and to increase students' participation in the form of natural conversation (Zhou, 2002). It seems that display question is more delivered in teacher-centered classroom (Qashoa, 2012). By considering the teacher who takes big roles in language classroom, display question may be more beneficial at the beginning level or while commencing a short conversation in language classes (Matra, 2014). This statement clarifies the Maley's though (2003) which stated that the display question may be helpful for the beginner learners to comprehend the new language. Based on the mentioned explanation above, display questions are likely question in which students have already known the answer and those questions are delivered mostly in the lower level class to check students' knowledge about the lesson or their new language knowledge, to elicit the previous information or what they just learned, and those are more likely about the form, structure, and meaning of language.

Referential Question

Referential question refers to genuine question (Ellis, 1994) in which many possible and acceptable answer will follow as a result. In referential question, teachers genuinely ask question for seeking information from students and it seems require long and complicated answer because the questions are likely to interpret, elaborate, or just give opinion about something and mostly require subjective information (Qashoa, 2012). In lined with Qashoa, according to Salarian and Moridy (2015), "referential questions engendered more responses

of the students." The results suggested that teachers involved in teaching conversation classes should ask more referential questions to create more classroom interaction. It seemed that referential questions create more opportunities for language development and enable students to express their feelings and opinions, so they are believed to be efficient techniques in language classrooms. Maley (2003) briefly states that referential question may draw the attention of the learners more because what teachers ask is something that students themselves who knows more. Therefore, "students' answers to referential questions are more meaningful, longer and subjective in most circumstances" (Brock, 1986; Gebhard, 1996; and Tsui, 1995 cited in Tuan and Nhu, 2010). Moreover, Dalton and Puffer (2007) state that the referential questions are expected to generate students' answer be more involved, longer and more complex. In supporting this idea, Pan (2017) argues that referential questions are questions in which teacher prefers on pedagogical aspects of students because these questions are commonly asked in the real words where the communicative needs aspects will be achieved.

In brief, referential question is a genuine question uttered in order to elicit long students' responses and expected to be best technique in creating the opportunities to learners to be active in language learning.

Teacher Questioning Strategies

In foreign language classes, the medium of instruction usually is asking questions. Since it is one of the crucial aspects of classroom language, teachers should develop effective questioning patterns. An effective question can be developed as if a teacher knows how to organize the question and in what way that the question has to be employed. This way the teacher employs the questions to the student calls questioning strategy.

 Wait Time

Wait time, which is pausing briefly after a question and after an answer, is of crucial importance to students" thinking about and processing of the question (Brown & Wragg, 1993; Nunan, 1991; Ma, 2008). Dos, Bay, Aslansoy, Tiryaki, Cetna, and Duman (2016) argue that wait time is a period of time during the teacher and other students wait silently, so that the student to whom the question was addressed answer the question. Cotton, K (n,d) added that wait time refers to the amount of time teacher allows to elapse after teacher has posed a question and before a student begins to speak. Moreover, Seime (2002) notes that wait time is the amount of time teacher pauses after a question and before pursuing the answer with further questions or the nomination of a student to answer the question. Then, Richards and Lockharts (1994) added that wait time is increased student participation as well as the quality of that participation often increases. The basic reason for pausing after asking a question is to give time to the students to think about possible and suitable answer (Pan, 2017).

Distribution of the Question

Another important questioning is question distribution, to whom the teacher poses the questions. In distributing a question, it is considered desire able if the teachers distribute it among all learners in the classroom rather than to the selected learners or a volunteer. It is because providing more chance to the volunteer or selected learners may not encourage or

motivate the other students to take a part in the teaching and learning language process and to pay their attention to what is being learned in the classroom (Azerefegn, 2008). So Azerefegn states that teacher should ensure that every student in the classroom get the opportunity to answer the teacher questions to engage their participation.

Another question distribution that seems to be applied in the classroom is asking questions to the students randomly. It is actually proper by considering that it can hold the attention of all the learners in the classroom. By doing this in the classroom, students will always be alert and pursuer of the lesson (Azerefegn, 2008). Asking students randomly also can get students as a whole to pay their attention to what is being learned.

Direction of the Question.

Directing questions is also a crucial element of effective questioning. Teachers can direct questions by using a name, gesture, head movement or facial expression (Brown & Wragg, 1993). As according to Ma (2008, cited in n,d) says that the considered strategy in directing question to the students is identifying the students' name after question is stated. It means that the teacher asks a question and then calls the name of students. By doing this, teacher may provide the numbers of students to think about the answer of the question. If the teacher selects the students first then the question is stated, the student who think about the answer is only that selected students and the others are not willingly involved. If they will, they just prefer to rephrase or even repeat the answer from previous selected students. In line with the statements, Azerefegn (2008) adds that selecting students first then asking a question may leads the unselected students to do other activities or talk anything not related to the lesson. The other strategy to avoid the uninvolving students besides the asking questions first then naming the students is asking to the chorus response. It is due to the fact that chorus response give chance to check whether the students are in the lesson and understand about the lesson or not, but it can be taken as measuring of the lesson.

Modification of the Question

Modifying question may encourage students to participate and pay the attention in the language classroom and it is also as a must of teacher (Choudron, 1988). Moreover, modification of questions will provide learner to facilitate language comprehension and improve the abilities in the language (Tsui, 1995; Azerefegn, 2008). Choudron also says that modification of the questions can be done by rephrasing it. How teachers rephrase their questions is as important as the content and the purpose of them. Ma (2008) asserts that questions should be asked with understandable vocabulary and familiar terminology, so that they will be clear enough for the students.

By considering that a question should be comprehensible and answerable with the students, another ways to modify the question is repeat the questions. Repitition itself is strategy the teacher uses to make the directions and instructions understandable to the learner (Richards and Lockharts, 1994).

Besides those two ways of modifying the questions mentioned above, another way is giving a clue or prompting. Prompting itself regards as clues and leading questions to help students' in answering the questions, especially when they have difficulty forming a correct

answer to the teacher's questions or when they feel discouraged after giving a wrong answer (Pan, 2017).

Students' Response toward Teacher Question

Given the deeper analysis about teacher display question and referential question in the classroom, it is considered desire able if the researcher also looked into the learners' response toward those two questions. Looking into the students' response toward teacher questioning can also evaluate whether the question is effective or not while is being posing to the students. An effective question itself is a question in which students can get the meaning and understand about that question.

The students' response can be classified into three main types like what Pan (2017) suggests. The categorization of students' response is actually adapted from Stivers' (2010), Brown (2001) and Wu's (1993). Each categorization is based on whether the students respond or not, whether a response is open-ended or restricted, and whether the content of a response is to the point or not. Then, those have been summarized into three main categories, the first is no response, irrelevant response (unacceptable answer), and response (restricted or elaborate). A restricted response refers to a word or simple sentence while elaborate response refers to two or more sentences which are linked one and others.

Syntactic Structures of Teacher Questions

In order to give more detailed information about the questions in English classroom, the categorization in what syntactic structure they are in is needed. A question is linguistically characterized by inversion of the subject and the first verb (Pan, 2017). A yes/no question, also known as polar interrogative, is an interrogative form, expecting an answer as the name implies is either 'yes' or 'no' (Question, n.d). According to Pan (2017), yes/no question is a question that seeks yes/no answers with inversion of auxiliaries and verbs in form. In contrast to yes/no question, wh-question is an interrogative construction which begin with WH in English (what, who, where, when, why and how) and expects different kinds of information as response (Pan, 2017). Then, alternative question form refers to question in which people who are asked should choose between to or more presented option, for instance: *"do you prefer chopstick or a fork?"* (Stivers, 2010). Tag question (tail question) is a grammatical structure in which a declarative or an imperative statement is changed into interrogative form, for instance "I am okay, aren't I?", the statement "I am okay" is turned to a question by the form "aren't I?" (Tag question, 2018). According to Tito (n,d) when uttering question tag, people can both rise or fall their intonation depend on the purposes. He stated that when a speaker genuinely ask a question, he or she usually rise the intonation, whereas when a speaker just to confirm or clarify something, he or she will fall the intonation. A declarative question is a yes-no question that has the form of a declarative sentence but is spoken with rising intonation at the end (Nordquist, 2017). Moreover, indirect questions are part of a larger sentence (a question itself), for instance; *"I can't remember who just came in,"* the word *who* is the indirect question (Question, n.d). Therefore, this study will adapt and modify the Stivers' (2010) Qashoa's (2012) classification of syntactic structures, including wh-questions, yes/no questions, alternative question, declarative question, tag question, and indirect question.

Previous Study

There are many researchers which investigated the display and referential question in English classroom, the strategies which employ, and the syntactic structures attributed to the question. The first is research from Qashoa (2012) who examined the effect of teacher question types and syntactic structures on EFL classroom interaction. In this study, Qashoa found that in three classrooms, the total number of questions was 105 questions, 62% were display question while only 38% were referential question. In terms of the length of students' responses, students produced longer answer towards referential questions rather than display question. Then, concerning to the syntactic structures, all of teachers mostly used WH-questions rather than other syntactic structures.

The second is research from Dos, Bay, Aslansoy, Tiryaki, Cetna, and Duman (2016) which proposed to analyze the teacher's questioning strategy. The question types which analyzed were divergent and convergent question, they found that teachers have not already known the questioning types, so the teacher just delivered questions as checking what the students just learned not to check weather their students understand and comprehend the lesson and the relation with what they have learned before. Dös, B and Bay et. al also found that teachers generally used probing questions, prolonged waiting time and did not ask vague questions.

Furthermore, many studies investigate the effect of display-closed questions and referential-open questions used by teachers upon students' language production in term of length and complexity. Studies conducted by Al Mu'aini (2012) reveal that referential questions asked by teacher initiates longer and extensive oral responses from students whereas display question results short and closed answer, while Shomoosi (2004) claims that display-closed questions sometimes produce longer responses (five-minute answer) from students. From the studies above, we can see that there is different result of studies on the effect of either display-closed questions or referential-open questions to students' language production. This difference can occur because research is hold in different place with different participants.

III. Research Methodology

Research Design

This study was conducted by following a descrptive qualitative approach. This method was applied by considering the need of a deeper analysis about teacher's display question and referential question in eleventh grade at MAN Insan Cendekia Jambi. Therefore, the researcher used an isnstrument, it was classroom observation. In order to answer the research questions, the researcher directly observed the classroom to look for the display and referential questions and also observed the strategies employed, and the syntactic structure as well as the students response.

Subject of the Research

The participant in this study was the English teachers of MAN Insan Ceendekia Jambi in the academic year of 2017/2018. The teacher has been taught has been an English teacher at MAN Insan Cendekia Jambi since 2011 and also graduated from the University in

Australia. The researcher decides to conduct this study at MAN Insan Cendekia Jambi because this school is one of the best Islamic Senior High School in Jambi Province. Moreover, the students also are directed to use English as daily language in classroom or outside of the classroom. Furthermore, the sample of classesin this school in which the lessons recorded is relatively small, and the classes are quite representative to the foreign language classes in terms of size, textbooks and teaching approaches.

In addition, the classroom targeted is eleventh grade. There were only two classes observed due to the academic activities. Each classroom consists about 20-23 students, male and female. The data were gathered at March 8th, March 10th, and March 15th 2018 in eleventh grade at MAN Insan Cendekia Jambi. Even though the classroom was observed once, the data gotten were natural as well, the students ignored the researcher.

Technique of Data Collection

As this study is proposed to give the detailed analysis about the teacher questioning, the data were collected through classroom observation. The researcher was become a non-participant observer. Moreover, while observing the classroom, the researcher took an audio-video recording as a supported tool of observation.

In classroom observation, the researcher applied an observation sheet which is adapted from Azerefegn (2008) deals with the checklist which shows the specification of questioning strategies (see appendix). This observation sheet consists of 16 items which is categorized into five board terms, pre-planning question, directing the question, distributing the question, wait time, and phrasing the question, as follows:

No	Items	Description
1	1-2	Pre-planning the question
2	3-7	Directing the question
3	8-12	Distributing the question
4	13	Wait time
5	14-16	Phrasing the question

Table 1.1 Observation checklist specifications

Technique of Data Analysis

There were several steps that were employed in order to analyze the data. The first step was collecting all data from classroom observation. The second step was transcribing the video recording. It was transcribed verbatim and the utterances of the teacher will be given T code, whereas students' utterances S or SS code. As the data were taken three times, the transcription of the study is divided into three parts, Observation 1, Observation 2, and Observation 3. The transcription was used to find the questions and its structures and to make the researcher easier when classifying it. The third step was classifying the data. The researcher identified and classified teacher's questions according to their types, display and referential question. After classifying the data into what types they were in, each question was analyzed deeper based on the strategies that teacher applied in posing that question. The strategies are (1) Wait time, (2) Directing the question, (3) Distributing Questions, (4) Modifying the question. Moreover, the questions were categorized according to what syntactic structure they are, Wh-, yes/no and other questions. Other questions included tag questions, declarative question, alternative question and indirect question. The other step in

analyzing the questions were looking at the students response and classified it into no answer, irrelevant answer, and answer (restricted, and elaborate). Concluding the finding and discussing are the last step in data analysis processes.

Thus, to verify the validity and to establish the trustworthiness, the researcher did the member-checking. The researcher showed the transcription and the findings to the teacher observed and asked the truth of the data in order to ensure that the data shown suits with what actually appeared in the classroom.

IV. Finding and Discussion
Findings

In foreign language classes, asking question is the medium of instruction and the basic concept in engaging students' participation (Pan, 2017; Lightbown and Spada, 2013). In line with Pan (2017) and Lightbown and Spada (2013), the teacher in this study also preferred asking question during teaching and learning process. During the observation, it is found that in those two classes the teacher talked is dominated with question since the topics of the lessons are personal letter and cause-effect. The data shows that teacher frequently asked the referential questions. The mostly appearance of the referential questions are due to the teacher's high level of proficiency and much experience in asking questions. It is also by considering that the students are assumed as the competent students to understand what is being learned and to produce language well. As the reading comprehension is the competence that teacher need to assess, the referential questions are properly asked by the teacher. Both the referential questions and display questions are asked with certain patterns. The patterns include the strategy applied, the syntactical structure used, and the students' responses.

Teacher's Questioning Strategy

During the classroom observation, it is found that the teacher applied some ways while employing the question. The way the teacher employ the question is described separately.

Display Question

Display question is the question that the teacher knows the answer without asking it to the student in order to check text comprehension, or to test the vocabulary mastery, and structure or form of target language (Lightbown and Spada, 2013, Ellis, 1994; Lin, 2011; Yang, 2010; Fakeye and Ayede, 2007; Yilmaz, 2016).

Wait Time

As stated in literatures, wait time is pausing after teacher has posed a question and before a student begin to speak (Cotton, n.d). Based on the data, it is found the average wait time of the display question. The teacher tends to provide shortly or no wait time to the student. The data reveals that the teacher provided about 0 to 3 seconds only of pausing time. Short wait time provided while asking display question is because this question type is lower order thinking question. The students do not need to think more about the question instead they most likely only repeat the information that is already available (Farahian and Rezaee, 2012). Furthermore, the teacher prefers posing another question or answering the question by

himself rather than giving the amount of time to think to the students. This following excerpt represents the amount of waiting time for the students to think and answer the question:

Excerpt 1

```
→  T : Okay, dear sari. Who said dear sari? (.) Widya Kusuma, right? (.) I
         would like to thank you for helping [us] organize my sons's birthday
         party.
   S :                                          [us]
→  T : So, who's got the par the the party? (.)Who's got the party?
   S : Widya
→  T : Widya Kusuma or Sari?
   S : Widya
→  T : Widya Kusuma, so, the party is for? (0.3) for his?
   S : his son
```

The question in the first arrow in excerpt 3 is asked without providing the amount of waiting time, it indicates by the sign (.) which defines that the pausing time does not have significant length. Then, it can be assumed that teacher doesn't give enough time for thinking is because that question has not been answered yet by the students, the teacher has already posed another question. The underlined word 'Widya Kusuma, right?', did not have any real questioning purposes and the teacher in this case also didn't wait for them to answer the questions. The teacher asked these questions as a way the teacher tries to find whether the students had clear information about this or not.

Directing the Questions

In directing display questions, teacher prefers to chorus response. Asking a question for chorus response will give chance to the teacher to check whether the students are in the lesson. For this reason, directing the display questions for chorus response or the class as whole seems one of an appropriate way since it can give a chance for the teacher to check whether the students on the lesson or not (Azerefegn, 2008). Furthermore, display questions are asked to increase students' participation in the lesson (Zhou,2002). The following excerpt gives clear illustration of directing the question.

Excerpt 2

```
→  T  : Do you know infer? What's the meaning of infer?
   Ss : Conclusion
→  T  : The synonym, the synonym of infer?
   Ss : conclusion
   T  : conclusion, ya? Infer, conclusion, conclude.
```

From excerpt 5, we can see the word "you," you in here is referred to the chorus response since the teacher doesn't mention the student's name or select the student to answer that question. Furthermore, the teacher posed another question without mentioning any names. This way of directing the question occurs in most of display questions.

Distributing the Questions

By considering the display questions mostly direct to chorus response, hence the questions are answered by the class as whole. This strategy according to the Azerefegn (2008) is considerable to provide student a chance to encourage in learning language. Here, this study is in lined with Azerefegn (2008). By applying this way, students willingly encourage by responding to the teacher question.

Excerpt 3

```
  T  : d. So, what is it? To ask about a parent's condition. Who asked the
       parent's condition?
→ SS : kusuma wardani
  T  : kusuma. So, who is kusuma?
  T  : the the child, the kids, the son. Aa Kusuma Wardani is a girl or a
       boy?
→ SS : a girl
  T  : a girl. So, she wrote a letter to her?
→ SS : mum
```

Modifying the Questions

Modifying the question is done by the teacher in order to encourage students to participate in the lesson. In display question, the modification is done by repeating the previous. The example of repeating is in this following short conversation.

Excerpt 4
```
→ T   : in Yogyakarta. Where is he from?
  S   : fro:::m
→ T   : from? Where is Allison Key from?
  S   : Perth
```
In excerpt 10, teacher repeats the previous question, "where is he from?" In this section, the teacher repeat it by replace "he" to "Allison Key."

Referential Question

Referential question refers to genuine question in which many possible and acceptable answers will follow as a result (Ellis, 1994). Referential question is posed for eliciting students' opinion, explanation, assessing student's understanding about the content of what is being learned at that time, and helping students to make a progress.

Wait Time

Teacher provided long time to think and answer the questions. It is due to the aim of referential questions in which for seeking the students' opinion. In providing wait time, teacher considered the level of the question. It is found that teacher will give more seconds to the students to think of higher level questions (referential question) rather than lower level of the question (display question) (Pan, 2017). It is illustrated by the following conversation.

Excerpt 5
```
→ T   : Who are they? (.) grandma and grandpa (.) who are they?
  S   : Grandma and granpa
→ T   : Ya, grandma and grand pa (0.15) what is it on your mind?
        (0.5)
  S   : Old people
  T   : Old people, ok. They are old people. That's right.
```
The question "who are they?" reveals that this question can be grouped as display question because it was answered by the teacher himself, while the next question "who are they?" is genuinely a question or referential question from the teacher to the students to get their personal opinion about what was on the slide. When asked this question, the amount of waiting time couldn't be measure due to the direct answer from the students. Teacher responded the students answer by repeating the answer, and after that giving the amount of pause within 15 second. It might indicate that actually students wanted more answer from the

students. Because of that, teacher again posed a question in order to seek students' initiation in providing the new explanation about what is on slide, teacher seemed to provide any wait time. It was about 5 seconds before the volunteer students tried to give her opinion.

Directing the Question

Similar to the display questions, referential questions are also employed for chorus response. In addition, not only for chorus response, this question type is asked to the selected students. The teacher asks a question to the selected students in order to get their personal information, as shown in this following excerpt. Because by doing this strategy, the students in this study could give the answer properly. According to Ma (2008 as cited in Yilmaz, 2016), Ma suggest the considered strategy in directing question to the students is identifying the students' name after a question is stated.

Excerpt 6

```
→  T   : Do you get a friend?
   Ss  :   [yes]
   Ss  :   [not yet]
→  T   : Yes some of you got it from (.) from? you?
   S   : fro:m
   T   : Mexico?
   S   : no, Chicago
→  T   : Chicago, you?
   S   : Malaysia
→  T   : Malaysia, you?
   S   : not yet
```

At the first, teacher offered a question about where the student's friend came from. In this section, they talk about the addressee of the letter that students sent. Because of that, the teacher wants to know where the friend of each student comes. After delivering question, teacher select the student to answer it one by one until all of the students was questioned. In video recording, while asking the question, teacher comes closer to the asked students. It also found that teacher didn't repeat the question anymore instead of saying "you" for the students.

Distributing of Questions

It has been stated that teacher direct the referential question for both chorus response and selected students. But, some questions are answered by the volunteers. This is found in video recording that volunteers answered the question willingly without considering to whom the question actually is directed.

Excerpt 7

```
   T: What is different ya the different between take part, take apart?
→  S: Take part tu ikut partisipasi
   T: Ya, so the same as participation. Take apart?
→  S: Take apart tu berpisah, menjauh.
```

In this excerpt, by looking at the students' answer, it is answered by one student who willingly answered the teacher questions. Based on the video-recording, students without getting any help from other students, this volunteer answered the question. The student gave

answer according to student's preferred knowledge about this take part and take apart (Maley, 2003).

Modifying the Questions

As a questioning strategy, modifying the questions play a great role to help students understand what is being asked by the teacher and answer the question properly. In referential questions, teacher attempted to modify the question by giving some clues for getting students be more aware what being asked. The referential questions are questions in which the students are expected to give longer, more involved and syntactically complex answer. Giving clues is a way to elicit that response (Yilmaz, 2016). As Wu (1993) and Morithosi (2006) point out that students are sometimes unable to answer the teacher's question properly on the first initiation, giving clues or the context to the students can help students to form the correct answer to the teacher's questions as well as to cover discouraging feel after if they gave a wrong answer (Pan, 2017). The clues were signed by the bold sentences.

Excerpt 8

```
    T: so, why does Kusuma, Kusuma, who is Kusuma? The writer, ya? The
       writer of the letter, ask Muljanto, suggest Mulyanto to live in an
       apartment because the keyword is in the text. You
 →     can find keyword, the keyword the keyword in the text. ya,
 →     what? Roomy. Do you know roomy?
    S: Nyaman
 → T: The same as?
    S: Nyaman
 → T: Ya, so?
    S: spacious.
    T: Spacious.
```

Syntactical Structure of Teacher's Question

To syntactically analyze the question, question forms have been studied for decades in different modes of language and contexts. In this study, the question forms are categorized in the six types include, wh-question, yes/no question, tag form, declarative, alternative, and indirect question form. These six types are expected to be used while asking questions, but the indirect form is not found in the classroom.

Display questions were attributed with "what," which was aimed at testing the vocabulary mastery, for instance, "what is the meaning of while?" 'which,' aimed for recalling previous fact, and 'who,' in which teacher wanted to check the students' comprehension about the text. This finding is in line with Yilmaz (2016) which points that display questions is for asking and checking the students' vocabulary mastery Moreover, this question types was also designed by declarative, tag question, and alternative forms. Whereas, the referential questions were asked by attributing 'what' and 'why' for eliciting students opinion, 'which,' for assessing students understanding, and yes/no question forms for confirmation checking and also for assessing students understanding and comprehension about the content of learning. According to Barners (as cited in Ellis, 1994) argues that 'what' is refers to the factual question, and 'how and why' refer to the reasoning question. Using these different syntactical structures in asking display questions and referential questions is actually suggested by Gall (1984 as cited in Yilmaz, 2016) which suggested that

using different structure are required to modify the questions according to the level and aims of the students.

Syntactical Structures of Display Questions

Based on the data, display questions are asked by applying wh-question form, declarative and alternative form. Display question mostly attributed with 'what' form for asking the students the meaning of a word. It was found in transcription of video recording during the classroom observation.

Excerpt 9

```
→T : do you know infer? What's the meaning of
     infer?
 Ss : conclusion
```

In addition, the display questions also are asked by applying 'who' to check text comprehension.

Excerpt 10

```
→ T: Okay, dear sari. Who said dear sari? (.) Widya Kusuma, right? (.) I
     would like to thank you for helping          [us]    organize    my
     sons's birthday party
  S:                                                    [us]
→ T: So, who's got the par the the party? (.)Who's got the party?
  S: Widya
```

Declarative form is a question that has declarative sentence but is spoken with rising intonation at the end (Nordquist, 2017).

Excerpt 11

```
  T: so who's got the par the party?
  S: widya
  T: widya kusuma or sari?
  S: widya
→ T: widya kusuma, so the party is for?
  S: his son
```

The last is that display questions are posed with alternative form.

Excerpt 12

```
  T: so who's got the par the party?
  S: widya
→ T: widya kusuma or sari?
  S: widya
```

Syntactical Structures of Referential Questions

Different from display question, referential questions are attributed by attributing 'what' for asking and eliciting students preferred opinion.

Excerpt 13

```
→T  : Ya, grandma and grand pa (0.15) what is it on your mind?
      (0.5)
  S  : Old people
  T  : Old people, ok. They are old people, that's right.
```

In excerpt 26, teacher asked the students about what is on students' mind regarding to the grandma and grandpa in the slide that was being shown. As well the excerpt 28 below, the teacher wants students to say what they think.

Excerpt 14
```
→T: Are hour-long dance performances physically easy. What do you think?
   Is it easy? (0.5) is it easy? Narinya lama 10 berbulan bulan itu.
```

In yes/no question forms, teacher posed question for confirmation, and assessing students' understanding. In these following question, the teacher didn't seek the yes/no from the students but wider than that. Teacher assessed the students' understanding about the content of language, as illustrated in this following examples.

Excerpt 15
```
→T    : degree, do you know what is higher education?
   Ss   : ee
   T    : what is it?
   Ss   : university
```

Students' Response toward Teacher Question

One of the purposes in asking question is get the answer or response from the students. Based on the data that was gathered, during those three lessons, students were exposed to both display questions and referential questions. The data reveals that students remained silent when their teacher asked them question. Whatever types of questions are asked, the silent responses occur. The utterances that represent the silent response are shown below and are pointed by arrow. The former dialogue contains display question and the later involves referential questions.

Excerpt 16
```
→ T   : Karena. Due to?
        (0.4)
→ T   : Due to?
        (0.7)
→ T   : Uh, due to?
```

Excerpt 17
```
   T   : he is from Perth. Do you know where is Perth?
   SS  : ya, Australia
→ T   : ya, Australia. Which part of Australia?
→       (0.10)
   T   : you have to see the map ya.
```
Not only that, sometimes students respond the question irrelevantly to what is asked by the teacher, as illustrated in excerpt 34. In this excerpt, actually the teacher asks where the students' friend comes, from Indonesia or out of Indonesia, but the students answered it by saying "IC." This is not relevant with the teacher's question. The students answered the question irrelevantly with the question in order to joke.

Excerpt 18
```
   T   : Do you get a friend?
   Ss  : [yes]
   Ss  : [not yet]
```

```
     T    : From Indonesia or out of Indonesia?
→  Ss   : IC hh
```

The display questions are responded by the teacher restrictedly and instantly, as shown in this following excerpt of conversation.

Excerpt 19
```
→  T    : Ok, right. Choreographer, what is choreographer?
   S    : Koreografi
   T    : Kemampuan untuk?
   S    : Koreografi
   T    : Dance, ya.
```

However, the response students towards referential questions were more elaborated than display question. The following conversation illustrates the elaborate answer from the student.

Excerpt 20
```
   T: we decided to walk around the city all day. Where can you find the
      words or the sentence? Paragraph one ya? Mana itu kalimatnya?
→  S: em, setelah itu some beautiful places too
   T: so, we decided to walk around the city all day and took some
   S: pictures
```

The students' answers that is pointed by the arrow is more elaborated. It can be classified as the good sentence because it consists subject, and verb, even though it was answered by the native language, Indonesian language.

In line with those findings, Salarian and Moridy (2015) found in their study that the referential engendered more responses of the students while display questions require short answer, contain small pieces of information and do not produce much classroom interaction. The finding was quite similar with Al Mu'ani (2012) which found that referential question initiates longer and extensive oral response from the students whereas display question results shorts and closed answer. Qashoa (2012) also got that longer answers were produced due to the asking of referential question to the students than display question. Dalton and Puffer (2007) argue that referential questions are expected to generate students answer more involved, longer, and complex and display questions are seen as restrictedly, quite often consisting of one word.

V.   Conclusion and Suggestion
Conclusion

This study focused on a teacher's display question and referential questions in eleventh grade classroom. Through video-recording, it was found out that the referential questions outnumbered the display questions. Moreover, these two types of questions were generally posed in different ways. In terms of the syntactical structure of the questions, wh-questions outnumbered Yes/No and other kinds of questions. The display questions are posed by applying wh-question, declarative, and alternative form, meanwhile referential questions are posed by asking wh-question form and yes/no form. The results related to length of the answers of students were quite compatible with above-mentioned studies as referential questions elicited quite longer responses from students. Students gave the longest responses to the referential questions.

The present study has revealed some results contrary to many studies in literature and made some implications on them. Based on these findings, it can be the guidance of the teacher to pose the question in language classroom in better ways, especially by not only considering the pausing time (wait-time), but also the background knowledge of the students about the topic asked in order to get the good response or answer from the students. The result this study can be helpful for the teacher to manage the teacher's talk in teaching and learning process in the classroom.

Suggestion

Based on the findings and the conclusion of the research, the following suggestions are offered to be considered in teaching and learning language process. The researcher recommends the English teacher to ask both display questions and referential questions according to what purposes the teacher needs to achieve. The training of questioning skills can help the teacher discovering the better ways in asking questions.

For further research, it is beneficial to conduct the research on teacher's display questions and referential questions by following the descriptive qualitative design also. But, the next researcher should observe the classroom longer than this study in order to get good questions that should employ in language classroom, the appropriate time, the amount of questions. Besides, in this research, the participant is only one teacher. The researcher expects that the next research may include a larger sample to get more reliable and valid data. By getting the result letter, it can be the guidance of the teacher to pose the question in language classroom in better ways.

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