

## THE ANALYSES ON QUESTIONING SKILL IN MICRO TEACHING SUBJECT IN AN EFL CLASSROOM

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### Abstract

Micro Teaching is a subject of teacher training for practicing basic teaching skills. Questioning skill plays an important role in Micro Teaching subject, therefore; every student needs to comprehend and be able to practice questioning skill in teaching practice. This research analysed the questioning skill of teacher candidates in teaching practice. A qualitative approach was applied in this research. The participants were 5 teacher candidates who were chosen randomly from 25 students who programmed the Micro Teaching subject. The instruments were recorder and checklist. The researcher applied the techniques of observation and recording in collecting the data. The techniques of data analyses were transcription of recordings, identification, codification, analyses and reporting. The results reported that there were 7 indicators of questioning skill found in the research namely questions based on students' level was at very good category, questions stimulate the students was at very good category, teacher gives change for students to ask was at average category, questions are from low to higher level was at good category, distribution of question is for all students was at average category, teacher gives students enough time to think was at good category and teacher uses different types of questions was at good category. Thus; in the types of questions; open question was 29,31%, closed question was 22,42%, convergent question was 20,69% and divergent question was 27,58%. Open questions were dominantly used by teacher candidates in teaching practice.

**Keywords – *question, skill, micro teaching, indicator***

### Introduction

The Faculty of Teacher Training and Education is an institution that prepares prospective teachers, so students who choose a study program or major at this faculty; she/he must be willing to become a prospective teacher. Thus; every student must program a Micro Teaching subject. The purpose of the Micro Teaching subject is to prepare the students with teaching theory and practice which includes basic teaching skills. Anthonia (2014) noticed that micro teaching is a teaching training technique that focuses on improving teaching skills. The basic teaching skills covers opening and closing lessons, skill to explain the material, skill for variation stimulus, reinforcement skill,

questioning skill, classroom management skill, small group teaching skill, small discussion guiding skill. Furthermore; Anthonia (2014) emphasized that micro-teaching is a teaching method that enhances skills and confidence, exposes students to various teaching styles, and encourages constructive feedback. In micro-teaching class; students are given the opportunity to practice teaching in a small group of students, while the lecturer observes and gives feedback on the students' teaching performances.

Questioning skill plays a crucial role in the teaching and learning process. Questioning skill is a part of the teaching learning process therefore; every teacher must be able to ask questions for students.

Widiyati (2020) noted that questions have an important central role in the learning process, therefore, teachers need to plan and deliver questions to students. The purpose of asking questions is to stimulate the students to be active in class. By asking questions, teachers can make the students actively involved in the learning process. The students' involvement is able to increase their motivation to learn because they feel they are taking an active role in learning. Learning is boring when there are not any questions from the teacher during the lesson. Therefore, in every learning process, whatever learning model is used, asking questions is an activity that is always an inseparable part. Willen (1991) underlined that questions are typically used for seeking the information and stimulate mental activity or critical thinking. In general; the asking questions gives positive impact for students such as to build interaction with students, to make students active in class, to increase student participation in the learning process, to improve students' thinking abilities, to guide the student to find out the answer, and to make the students focus on the problem being discussed.

In addition; Asti & Ngazizah (2022) noticed that the ability to ask questions can be observed from the types of questions asked and the effective technique of questioning. Thus; the teacher must use different types of questions in asking the students, then apply the techniques so the questions are beneficial to help the students. Good question is a question which makes the students participate in answering, thus the question must contribute to the students' learning outcome. Milawati & Suryati (2019) studied on EFL Teacher's Oral Questioning which involved an English teacher found four types of questioning strategies; redirecting and reinforcement found more frequently than rephrasing and probing. In the EFL classroom setting, teachers usually ask questions during the

class period. Omari (2018) noticed that there are three categories of questions which are used by EFL teachers in classroom display and referential questions, closed and open questions and low-level and high-level questions. Display questions refer to questions that the teachers have known the answer to; while referential questions are questions that are not known to participants in the class. Closed questions are limited in number of answers and open questions which have many possible answers. Low-level questions refer to knowledge, comprehension and application and high-level questions refer to analysis, synthesis and evaluation.

Considering the importance of questioning in the learning process, thus every teacher must have this skill in order to ensure the learning quality. This writing also describes how the teacher asks the questions. First, the teacher shows enthusiasm. The questions do not kill the spirit of the students, but the question should awaken the spirit of students. The teacher is kind and friendly when she/he is asking questions for students. Second, the teacher gives students enough time to think. It is important to give students enough time to think about the answer so they can answer by themselves. Third; the teacher organizes the question process in which all students get the equal opportunity to answer. Fourth; teacher avoids double questions which make the students get confused. Fifth; the teacher asks the questions from low to higher level. Sixth; teacher uses questions to track. Tracking questions are needed to improve the quality of asking as a learning tool. Seventh; teacher formulate the questions into the form of WH question and Yes/No question. Eight, the teacher avoids ambiguous questions that make the students getting confused to answer, thus this kind of ambiguous question cannot help the students. Wilen (1987) emphasized that at least there were two reasons to ask students questions during

instruction; first, the questions give students the opportunity to practice the information or thinking processes and second, the questions asked during instruction cue students on the curriculum content that the teacher considers most important.

This research analyzed the questioning skill of teacher candidates in teaching practice. In line with the question skill, this research also attempted to identify the types of questions which were used by the candidate teachers in teaching practice. The researcher also described the indicators in questioning skill that the teacher candidates performed in teaching practice.

### Methodology

The researcher applied a qualitative method in this research which aimed to describe clearly the phenomena in real situations. Qualitative research relates to perception, opinion and beliefs of the person or thing being studied which cannot be measured by numbers. Cresswell & Cresswell (2018) emphasize that qualitative researchers typically gather multiple forms of data, such as interviews, observations, documents, and audiovisual information rather than rely on a single data source. The research participants consisted of five teacher candidates of the undergraduate program of English study program of Timor University who programmed the Micro Teaching subject. The participants were chosen randomly out of 25 teacher candidates. Micro teaching subject is taught for sixth semester students after they program TEFL subject. The research was conducted during the final semester test of Micro Teaching subject. The researcher applied random sampling to select the research participants. The participants were theoretically prepared for the basic teaching skills during early meetings of the class and then they were given a chance to practice teaching before coming to the final semester test. The instruments were

recorder and checklist. The researcher applied the techniques of observation and recording in collecting the data. The researcher was as the observer because he taught the Micro Teaching subject for the sixth semester students. Cresswell & Cresswell (2018) noticed that in qualitative research; the researchers collect data themselves through examining documents, observing behavior, or interviewing participants. The techniques of data analyses were transcription of recordings, identification, codification, analyses and reporting. The recordings of spoken language of the participants were transcribed into written form, then data were identified to see the questions used by the participants. Furthermore; the data were given codes on the types of questions then the researcher analyzed the data and reported the results as the findings of this research.

### Finding and Discussion

This section presents the data and also reports the results of the analyses as the findings of this research. The data contains two parts namely indicators on questioning skill and types of questions which were used by the teacher candidates in teaching practice of the final semester test in Micro Teaching subject. Table 1 presents the indicators of questioning skill which cover seven indicators. While chart 1 presents types of questions that consist of four types of questions namely open question, closed questions, divergent questions and convergent questions.

Table 1 Indicators on Questioning Skill

No	Indicators	Category
1	Questions based on students' level	Very good
2	Questions stimulate the students	Very good
3	Give change for students to ask	Average
4	Questions from low to higher level	Good
5	Distribute question to all students	Average
6	Give students enough time to	Good

7	think Use different types of questions	Good
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The data on the table describe how the teacher candidates applied the questioning skill in teaching practice in the final semester test of Micro teaching class. The indicators include questions are based on students' level, questions stimulate the students, teacher gives change for students to ask, questions are from low to higher level, distribution of question is for all students, teacher gives students enough time to think and teacher uses different types of questions. The questions based on students' level are categorized as very good; it indicates that the teacher candidates comprehend the students' level so they promote the questions on level of students' proficiency. It is not beneficial for students; when the questions are not based on the students' level of proficiency. The data on questions skill showed that the teacher candidates promote the questions which can stimulate the students to think and answer the questions, such as *do remember the topic last week? What did you study about last week?* These questions stimulate the students to think about the last material, then the teacher candidates guide the students to know the new topic. Ahmadi & Kurniawan (2020) found that teachers often start the class sessions by asking interesting questions to attract the students; to engage students and prepare the students for the learning material on that meeting. The teacher candidates also gave change for students to ask but not all teacher candidates thus this indicator was categorized as average. The next indicator is about the teacher using questions from low to higher level when asking the students. The data showed that this indicator was categorized as good. The teacher candidate applied the level of Bloom's Taxonomy which starts from knowledge questions up to synthesis questions. The teacher candidates distributed the question to all students, in

which all students have an equal opportunity to answer the question. This indicator was categorized as average. The other indicator is the teacher candidate gave students enough time to think. Wait time to answer the question is a good strategy in asking questions, at least students have enough time to think about the answer. This strategy is categorized as good. The last indicator is that the teacher candidates used different types of questions in asking the students such as open questions, closed questions, divergent questions and convergent questions. The data showed that this indicator was categorized as good and for further explanation is seen in the text part.

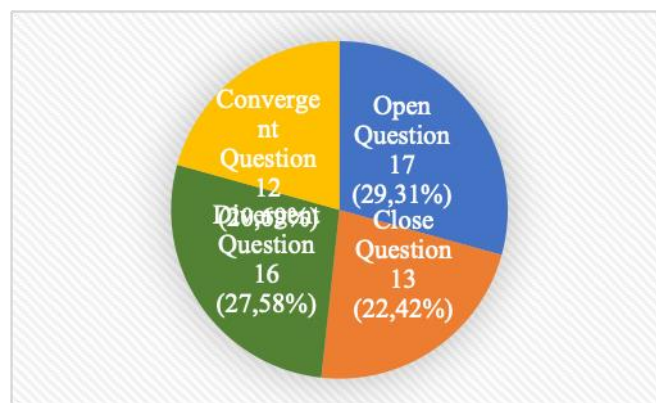


Chart 1 Types of Question

Questioning skill is one of the basic teaching skills which an EFL teacher needs to know and be able to practice in classroom activities. In line with this research; there are four types of questions which become the content of this research as quoted from Blosser (1975) noted four types of thinking level in asking questions such as closed questions, open questions, convergent questions and divergent questions. Asrtid, et. al (2019) highlighted the significances of employing questioning strategies in teaching activities which include enhancing students' understanding, attracting students' attention, enhancing higher-order thinking, and engaging the students in learning activities. Thus; in this research findings also found these four types of questions; closed questions, open

questions, convergent questions and divergent questions. In line with data analyses; the chart presents the percentage of each type of questions which were used by the teacher candidate in teaching practice in the final semester test of Micro Teaching subject. The data showed that the teacher candidates were promoting the types of questions. The data on open questions showed 17 (29,31%) of questions in the EFL classroom. The goal of open questions is to get a lot of information, so the students must speak. The form questions are WH questions which include what, where, when, who, why and how. Open questions require potential responses that could be provided by students. Student responses are more detailed and varied which supports discussion and debate. Open questions are used to check students' understanding and they are more often used to promote thinking. The closed questions promoted 13 (22,42%) of questions in the EFL classroom. The closed question is to confirm the answer. Closed questions consist of yes/no questions. A closed question requires a specific response, such as, 'yes' or 'no'. Closed questions are mostly used by teacher candidates to check the students' understanding by asking to recall specific and factual information. The data on convergent questions were 12 (20,69%) and divergent questions were 16 (27,58%) of questions promoted by teacher candidates in EFL classrooms. Convergent question is a question that requires one right answer and divergent question is a question that requires many possible answers. Convergent questions are classified into Knowledge, Comprehension and Application, thus divergent questions include analysis and synthesis. Some related studies on questionings in EFL classrooms supported this research findings. Omari (2018) revealed that teachers employed the higher thinking questions, referential questions and open-ended questions in their EFL classrooms at both the upper basic and secondary stages.

Then; he recommended that EFL teachers must ask different types of questions at each grade level. Astrit, et. al (2019) examined teacher questioning strategies in EFL classrooms which consist three types namely convergent questions, divergent questions, and procedural questions, which are used by teachers in teaching and learning processes. They found that teachers mostly used convergent questions (yes/no and short answers) in the classroom. Furthermore; Kamlasi & Sahan (2019) analyzed the oral questionings in an EFL classroom which reported that the teacher used both WH questions and Yes/No questions, the data showed that Who questions were dominant; while "where and when" were never used in the class. Yes/No questions were "Do" categorized as high and "Are" was the lowest frequency. While; Widiyati (2020) identified the four types of questions in micro teaching class: direct question (34.2%), general and open question (28.1%), rhetorical question (10.3%), and factual question (27.4%). In conclusion; the direct question was higher than other types; thus, rhetorical question was the lowest question types in micro teaching class.

### Conclusions

Questioning is a key term in teaching learning activities. In the EFL classroom; the teacher must be able to apply good techniques of asking questions. The analyses on questioning skills Micro Teaching Subject remind the teachers to consider the importance of questioning skill in the teaching learning process. This research reported that there were 7 indicators of questioning skill found in the research such as questions are based on students' level was at very good category, questions stimulate the students was at very good category, teacher gives change for students to ask was at average category, questions are from low to higher level was at good category, distribution of question is for all students was at average

category, teacher gives students enough time to think was at good category and teacher uses different types of questions was at good category. Thus; in the types of questions; open question was 29,31%, closed question was 22,42%, convergent question was 20,69% and divergent question was 27,58%. It is suggested that the teacher candidates use various types of questions in the EFL classroom to stimulate the students in learning English.

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