



EFL Teachers' Oral Questions at Junior High Schools: A Conversational Analysis and Stimulated Recall Interview

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Abstract. Educators' inquiries during homeroom cooperation decide the degree of understudy thinking in view of many examinations uncovered. In any case, phases of inquiries have posed by the EFL educators inside their homeroom connection doesn't as yet plainly characterize. The exploration expresses the matter on the educators' inquiries with respect to high-arrange thinking abilities inquiries in the EFL homerooms at middle schools in Padang, West Sumatra, Indonesia. The examples for this examination are six middle schools in Padang. Educators and understudies at the chose schools were noticed and recorded through video during their EFL study hall collaboration. For dissecting information were utilized Conversation Analysis (CA) and Stimulated Recall Interviews (SRI). The current examine data demonstrated whole inquiries the educators asked in the midst of homeroom natural, which were by then dissected using the HOTS and sound meeting record. The outcomes show lower request thinking expertise (LOTS) questions characterization were have a place with the vast majority of EFL instructors. Moreover, the educators proclaimed that they had proactively posed more significant levels of inquiries to animate their students to have a higher request of abilities of reasoning in the instructing and educational experience. It very well may be presumed that the majority of the educators have low-level in oral inquiries during homeroom association with their students, and educators didn't know about their inquiries.

Keywords: Teacher's oral questions · the level of the questions · HOTS · EFL classroom

1 Introduction

Teacher questioning can be a valuable and practical way to develop critical thinking among students [1]. Furthermore, Chin [2] also mentioned that teachers' questions could influence students' cognitive processes during classroom interaction. Effective questioning in the classroom can stimulate learners to think critically. It can help activate learners' thoughts, stimulate their recognition in learning, and organize the class.

Wangru [3] noticed that "More powerful homeroom addressing can urge all understudies to think at higher mental levels." furthermore, great inquiries from the educator

can assist students with working on their phonetic ability. Additionally, essential addressing can assist with animating students' creative mind, and inspire the students to look through out cutting edge information and data.

2 Questioning in EFL Classrooms

An active learning environment are supported by strategic questioning in the classroom. A class with active learning activities reinforces the learners to think about what they are doing (Fanani, 2018) [4]. Tam & Linh [5] states that students show that they obtain knowledge actively rather than passively if they have more study and memorize knowledge longer. Classroom interactions, especially between educators and learners, are totally needed to create a class with active learning activity. Communications between teachers and students can be built through questioning strategies in class. Hamiloğlu & Temiz [6] acknowledges the following goals of questions given by teacher:

- a. stimulating interest and interest concerning a theme,
- b. zeroing in consideration on a specific issue or idea,
- c. fostering a functioning way to deal with learning,
- d. animating understudies to pose inquiries to themselves as well as other people,
- e. diagnosing explicit troubles repressing understudy learning,
- f. communicating a certified interest in the thoughts and sensations of the students, and
- g. giving an open door to students to absorb and think about data.

Some other researchers mention the questioning strategies are implemented (a) raising the awareness of the readers about the important ideas of a reading passage [7], (b) checking comprehension [1], (c) expanding the topic, (d) relating the passage to prior insight and experience to increase understanding [1], and (e) to serve as an assessment of whether students understand what they have been taught in the class [10].

There are bountiful kinds of inquiries that can be given to the understudies by teachers in the homeroom. Each question demonstrates a various impact on the students' level of thinking. Long & Sato (as cited in Çakir & Cengiz, [11]) classified two types of questions that teachers can give in their classrooms.

1. Show questions evoke responds to definitely known by the educator and are probably going to be a shut inquiry.
2. Referential is authentically information-seeking and is likely to be open.

In terms of cognitive process, Bloom [12] suggested six levels of cognitive process (Cognitive Level of Bloom's taxonomy). Bloom's taxonomy was revised by Anderson & Krathwohl [13] (Fig. 1).

The six levels of questions are then divided into two: low-level (LOTS) and high-level (HOTS) [13].

Many other researchers mention that teachers' questions may influence students' thinking skills (for example, [Astrid, Amrina, Desvita, Fitriani, & Shah 14]). Chin [2] mentions that LOTS questions could limit the students' thinking since these questions

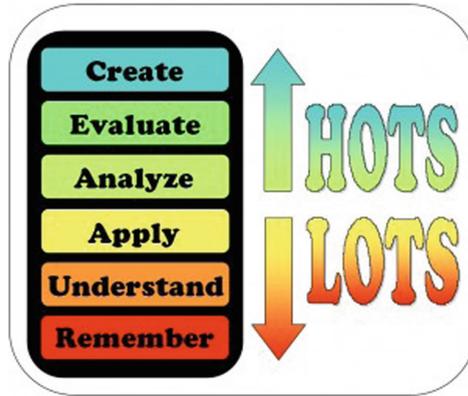


Fig. 1. The Levels of cognitive domain

only require the students to recall information. It reveals the students' basic level for remembering and giving simple answers.

HOTS questions encourage the students to be creative in interaction [15]. Al-Zahrani & Al-Bargi [15] further explained that the HOTS question concerns problem-solving. It encourages students to use knowledge and information to analyze, distinguish, and create conclusions. Teachers' questions might enhance the classroom circumstance [16]. They help in engaging students in creating the discussion between them and demonstrate their engagement at high-level thinking [17]. Similarly, Tam & Linh [5] mentioned that effective teachers' questions might increase the number of learners in speaking and sharing their arguments. Thus, teachers can promote the growth of interaction in the class through effective question strategies. Therefore, the educators need to master the skills of asking HOTS questions to allow students to think critically.

However, it cannot be defined clearly yet about types and stage of questions from EFL teachers which they asked in the class to their students. This study was to discover the kinds and questions' levels given by educators in the activity of EFL classroom in SMAN Kota Padang and the teacher's beliefs about the questions they asked. The following research question leads to the findings of the research.

"What levels of oral questions asked by teachers in EFL classrooms at SMPN Kota Padang?"

3 Research Method

All English teachers at Public Junior High Schools in Kota Padang are the population of this study. The researcher randomly selected six schools as the samples of this research. Eighteen English were selected randomly as the samples of this research. One teacher for each grade involving six junior high schools in Kota Padang with their respective class.

Table 1. Marks of Low Cognitive Domain in Taxonomy Bloom Revision

| C1 (Remember) | C2 (Understand) | C3 (Apply) |
|---------------|-----------------|-------------|
| Mention | Classify | Choose |
| Imitate | Describe | Demonstrate |
| List | Explain | Arrange |
| Find | Compare | Illustrate |
| Repeat | Translate | Interpret |
| Pronounce | Paraphrased | Use |
| State | Elaborate | Modify |
| Sign | Match | Valuated |

(Source: Anderson, L.W & Krathwohl, D.R., 2001)

Table 2. Indicators of Low Cognitive Domain in Taxonomy Bloom Revision

| C1 (Remember) | C2 (Understand) | C3 (Apply) |
|---------------|-----------------|-------------|
| Mention | Classify | Choose |
| Imitate | Describe | Demonstrate |
| List | Explain | Arrange |
| Find | Compare | Illustrate |
| Repeat | Translate | Interpret |
| Pronounce | Paraphrased | Use |
| State | Elaborate | Modify |
| Sign | Match | Valuated |

(Source: Anderson, L.W & Krathwohl, D.R., 2001)

Two cameras were used to record classroom interactions between educators and learners. One camera setting focused on the teacher, and the other focused on students. These video recordings were then transcribed. All questions were taken out from the transcription and analyzed. These questions were classified based on the HOTS and LOTS proposed by Andersen and Krathwohl [13] (2001).

The accompanying 2 tables help to order each inquiry posed by educators during homeroom interaction (Tables 1 and 2).

4 Results and Discussion

The data from the transcript of the video recording of class observations were analysed by the researcher and they were grouped it into LOTS and HOTS question categories as in Fig. 2.

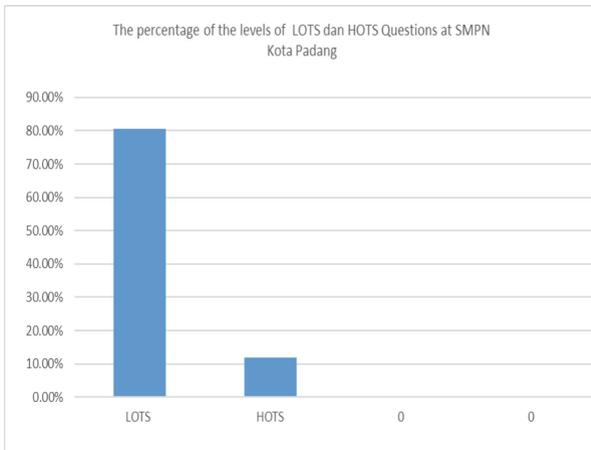


Fig. 2. The Percentage HOTS and LOTS Oral Questions in SMPN Kota Padang

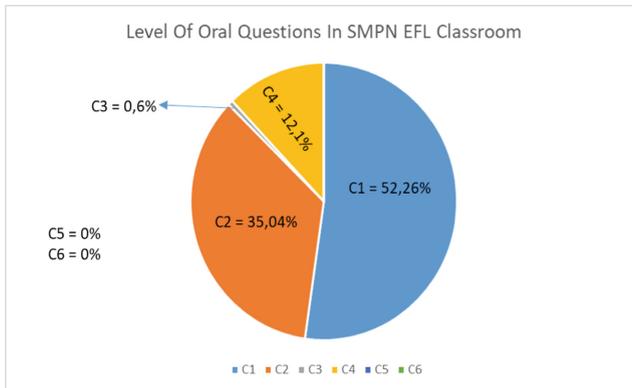


Fig. 3. The Levels of Teachers Oral Questions found in the SMPN EFL Classroom Interaction in Kota Padang

The outline above shows that most of inquiries posed by educators in English st middle school classes in the city of Padang were in the classification of Low Order Thinking Skills questions (LOTS: 80.9%). The level of inquiries in the High Order Thinking Skills (HOTS) classification was just 19.1%.

Following are the details of the levels of HOTS and LOTS questions. The records of information from the class perceptions were additionally arranged into six mental levels: Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6) as in the graph underneath.

Figure 2 shows that most of the questions uttered by the teachers were Remembering questions (C1 = 52.26%) followed by Comprehending category questions (C2 = 35.04%). This study found none of the Evaluating questions (C5 = 0%) and the Creating questions (C6 = 0%) in the teacher’s oral questions at SMPN Kota Padang.

Significantly, the results of this study serve as feedback for the teacher's oral question in EFL classrooms of junior high schools in Padang. The results indicated that teachers used LOTS questions more frequently than HOTS questions. When responding to the LOTS questions students tend to use a simple noun utilizing their basic level of knowledge. Theresia [18] claimed that the HOTS question used by teachers encourages students higher level of thinking. It influences students to have critical thinking skills, problem-solving, and facilitating discussions. This type of question also stimulates students to seek information on their own.

The present research results are in accordance with Mursyid & Kurniawati [19]. They mentioned that teacher in their study uttered more LOTS questions than HOTS questions. Teachers' oral questions allow students' minds to foster language acquisition as well as essential communication abilities to be fostered [1, 20–22]. Similarly, Yulia & Budiharti [23] found that LOTS questions dominated classroom interaction.

The results of the Stimulated Recall Interview (SRI) data transcription showed the teachers' understanding of LOTS and HOTS questions. They said they did not see the pedagogical benefits of asking LOTS questions. HOTS question, according to them, was necessary to improve their students' critical thinking patterns. However, the analysis showed differences between teacher beliefs and their questioning practices in the classroom. Apart from their defense to increase knowledge and use of high-level order thinking skill questions, the transcripts of classroom interaction analysis showed a big difference between the number of low-level order thinking skill questions and the teacher's high-level order thinking skill questions. Teacher in the class used lower-level questions (LOTS - Remembering, Understanding, and Applying) far more than the higher-order questions (HOTS - Analyzing, Evaluating, Creating).

In the Stimulated Recall Interview (SRI) teachers mentioned why they used specific questions. This interview also explored possible difficulties teachers have in using High Order Thinking Skills questions (HOTS). For this reason, researchers randomly interviewed six out of eighteen teachers to investigate the problems they might face in delivering HOTS questions. The answers from the teachers were analyzed based on themes category.

Table 3 shows that most teachers stated that they had some considerations before asking HOTS questions. The teacher felt the need to think about the students' ability to speak English in answering their questions. Asking high-level questions required

Table 3. Factors influencing EFL teachers' level of questions in EFL Junior High School Classrooms.

| No | Teacher's considerations before asking HOTS questions | Teachers | | | | | |
|----|---|----------|---|---|---|---|---|
| | | B | D | F | H | K | L |
| 1. | The ability of students to speak English | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 2. | student anxiety | ✓ | ✓ | ✓ | ✓ | | |
| 3. | certain learning materials | ✓ | ✓ | | ✓ | ✓ | ✓ |
| 4. | Language choice | | ✓ | ✓ | | | |

students to give a long answer, which might be difficult for junior high schools students. Certain learning materials were also a significant consideration for teachers in delivering HOTS questions. Two teachers said that HOTS questions could only be asked in specific languages. Furthermore, the level of student anxiety to speak English was also one of the teacher's considerations in asking questions. It seems that teachers have a sufficient understanding of HOTS; however, they still perceive it as challenging in using the theory in real classroom practice.

Teacher D used many LOTS questions mentioned in the stimulated recall interview that he only realized that he asked LOTS questions a lot after watching the video of him teaching. He mentioned,

After watching the video, I realized that I don't ask higher-level questions. I do realize know that I am not encouraging my students to think but only to mention facts.(Teacher D).

This finding shows that a stimulated recall interview might be useful for teacher. A stimulated recall interview can help teachers to do self-reflection [24].

5 Conclusions

The typical questions' level given by teachers in the activity of EFL classroom in this research was LOTS questions which were far more than HOTS questions. The questions usually delivered by EFL teachers in classroom interactions were the questions in the remembering (C1) category. However, there was inconsistent with the data from recall interviews with the teacher. More significant levels of inquiries to cultivate students having a higher request of reasoning abilities in the homeroom while educating and educational experience had been given by the educators. Still, the analysis on the classroom interaction revealed that LOTS questions were uttered most. It can be summed up that most of the teacher's oral questions were low stage questions, and teachers were not mindful toward their questions.

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