

**TYPES OF TEACHER'S QUESTIONS AND STUDENTS' RESPONSES IN  
DEVELOPING COMMUNICATIVE CLASSROOM INTERACTION: A CASE  
STUDY OF QUESTIONING IN SMKN 1 LEMBAR**

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**ABSTRACT**

The purpose of this study was to investigate the types of teachers questions, the function of questions, teacher questioning strategies and students responses in classroom activities. This study was utilized on reason that almost all classroom interaction during teaching learning process are built by questioning and it plays important roles to provide comprehensible inputs, to facilitate interaction, and to trigger students' output. This study was conducted at a Vocational School in Lombok Barat with two teachers and 33 students as the participants. Classroom observation, video recording and interview were used as instruments to gather the necessary data. The research findings showed that there were several types of teacher question posed in the process of teaching learning, the types of students' verbal responses, and by using the suitable modification strategies, the students will be helpful to elicit their response. The discrepancy of using types of questions was caused by the material and approach of teaching. The use of authentic material and classroom discussion technique facilitates the teachers to use referential questions. This led the students to provide more elaborative responses, more interaction happened and more comprehensible inputs could be provided. This study recommended that questions must be emphasised in classroom activities and that questioning strategies should be intensively given during teacher preparation.

**Keywords:** Teacher's Questions, Students' Responses, Communicative Interaction

# **TIPE PERTANYAAN GURU, FUNGSI FUNGSI PERTANYAAN, STRATEGI GURU DALAM BERTANYA DAN BAGAIMANA JAWABAN JAWABAN SISWA DALAM KEGIATAN BELAJAR MENGAJAR DI KELAS**

## **ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui tipe tipe pertanyaan guru, fungsi fungsi pertanyaan, strategi guru dalam bertanya dan bagaimana jawaban jawaban siswa dalam kegiatan belajar mengajar di kelas. Penelitian ini dilaksanakan atas dasar bahwa hampir semua interaksi yang terjadi di kelas selama proses belajar mengajar dibangun oleh pertanyaan pertanyaan dimana pertanyaan pertanyaan tersebut berperan penting dalam dalam memperoleh hasil. Penelitian ini dilakukan di Sekolah Menengah Kejuruan di Lombok Barat dengan 2 guru dan 33 siswa sebagai partisipan. Observasi kelas, rekaman video, dan wawancara digunakan sebagai instrumen untuk mengumpulkan data yang diperlukan. Hasil penelitian menunjukkan bahwa ada beberapa jenis pertanyaan guru yang diajukan selama proses belajar mengajar, jenis jenis jawaban siswa, dan dengan menggunakan strategi memodifikasi pertanyaan yang sesuai, para siswa akan terbantu untuk mengungkapkan jawaban atas pertanyaan-pertanyaan guru tersebut. Perbedaan jenis jenis pertanyaan yang diajukan guru disebabkan oleh materi ajar dan pendekatan pengajaran yang digunakan. Penggunaan bahan ajar yang otentik dan teknik diskusi kelas memfasilitasi guru untuk menggunakan pertanyaan jenis referensial. Dan tipe pertanyaan referensial ini membuat siswa siswa dapat memberikan jawaban yang lebih elaboratif. Studi ini menekankan bahwa strategi-strategi dalam bertanya harus secara intensif diberikan selama proses belajar mengajar.

**Katakunci:** Pertanyaan guru, respon Siswa, intera

## **INTRODUCTION**

English, as the world language for international communication, is used for communication in many countries. English as an international language is used to communicate, to strengthen relationship among all countries in the world. Business, science, education and technology are the fields in which English is used. Considering the importance of English, people from non-English speaking countries, including Indonesia, learn English as a foreign language.

With regard to the above reason, the Indonesians begin to use English in many aspects of life, including education fields. Indonesian government made law no.20 of 2003 on the National Education Systems, “government and/or local government carry out at least one education unit in all educational level to be developed into internationally standard education unit”. This policy is issued due to the fact that Indonesian learners have a low proficiency in English. This shown by the result of their National Examination (UN)

Establishing English classroom is not a simple job. It needs to have particular preparation such as the teacher’s competencies in approach, method, techniques, media and material of teaching and learning in English. Merely those competencies, students will act differently in attending English classroom because it is their non-native language, classroom’s atmosphere will be different too. Learning environment and classroom setting must be prepared before doing teaching-learning in English subject class.

For initializing interaction in the classroom, teacher employs questioning behaviour which is manifested in types of questions and strategies of questioning. Questions are used in

elaborating students' responses when the teacher does not know the answer so that they produce longer responses than when answering routine or display questions (Brock, 1984 cited in Lynch 1990). Teacher ask question to investigate and negotiate the meaning in which students can use their prior knowledge to comprehend lesson. As result students can engage actively in teaching learning process. Teacher's question can give more space of learning (Tsui 2001) in regard that it will challenge the students to be more critical in their responses and use their background knowledge to get possible answer. It is due to the fact that the question oblige students to give their responses (Ellis, 1992).

However, being familiar with the types of questions only is not sufficient to conduct effective teaching. Sometimes students do not understand the teacher questions and what the answers of the questions are. Thus, they cannot give any responses. To solve this problem teacher usually modify their questions through negotiation of meaning in form of simplifying, redirecting, paraphrasing ( Chaudron, 1988), or even translating the questions into students' first language (L1) in such way the students are expected to give responses more easily.

In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it ( Cotton, 1988). In classroom Teacher ask questions are based on several of purpose. They ask questions on the purpose of managing the class, engaging students with the content, encouraging participation and increasing students' understandings (Darn, 2008). Similarly, Turney (1973 in Brown and Edmondson, 1984) states that teachers ask questions to arouse interest and curiosity concerning a topic; to focus attention on a particular issue or concept; to develop an active approach to learning; to stimulate pupils to ask questions of themselves and others; to structure a task in such a way that learning will be maximized; to diagnose specific difficulties inhibiting pupil learning; communicate to the group that involvement in the lesson is expected; to provide an opportunity for pupils to assimilate information; to involve pupils in using an inferred cognitive operation; to develop reflection and comment by pupils on the responses of teacher or students; to afford an opportunity to learn through discussion and to express a genuine interest in the ideas and feelings of the pupils.

In accordance with the above purposes, Chun-miao (2007) affirms that teachers give question during the classroom activities at the aims at 1) letting students to present information like facts, idea, opinion; 2) making examination about learners' understanding, knowledge or skills; 3) engaging learns actively in participating their learning; 4) stimulating thinking or probing more deeply into issues; and 5) getting students to review and practice previously learnt materials. He also states that the purpose of teacher questioning determines types of teacher's questions in the classroom. Close questions or display questions could let learners to present information like facts, ideas, and opinions as well as to have review about previous learnt knowledge. Open questions or referential questions are for checking students' understanding of knowledge or skills.

With the growth in concern for communication in language classrooms, Long and Sato (in Ellis, 1994) proposed categories of questions based on whether or not the questioners have already known the answer. The categories are "*display*" and "*referential*" questions. Display questions refer to questions that questioners (e.g. teachers) know the answer and which are designed to elicit or to display particular structures. For example, '*what's the opposite of up in english?*' On the contrary, referential questions or "genuine questions" (Thornbury, 1996) refer to the questions that the questioner (e.g. teachers) do not know the answers to, and can gain various subjective information. For example, '*why don't you do your homework?*' Besides display and referential questions, they also proposed types of question based of function of the questions. *Comprehension check* (e.g. All right?, OK?) is used to determine whether the other speaker has understood a preceding message, *clarification request* (e.g. what do you mean?)

is used to seek assistance in understanding the other speaker's preceding utterance through questions, and *confirmation check* (e.g. carefully?) is used to seek confirmation of the other's preceding utterance through repetition, with rising intonation, of what was perceived to be all or part of the preceding utterance.

With the equal category, Eng Ho (2005) classifies types of teacher questions into two categories, display or close question and open referential question, based on the communicative impact generated from the answer of the questions. If the questions require lengthy and complex answers, the questions are included into referential questions. The display questions, on the other hand, are the questions which need a restricted and closed answer.

In classroom activities, most of the time students become reluctant to answer and ask questions with the target language. The reason for this is that some teacher's questions are ambiguous to students to comprehend the question. Even in the English classroom, it is frequently found that the students cannot answer the questions not because of the reluctance or the absence of knowledge; rather they do not know how to express the answer in English. This means that disability to answer the questions is common in classroom interaction. Having this kind of situation, teachers should modify their questions in order that the students can answer them and elicit responses based on the questions addressed to them.

## **METHOD**

This study describes teacher's questioning types, purpose of questioning, students' responses, and also questions modification techniques in a natural setting. Since the present study concerned with the classroom interaction in the natural setting, descriptive qualitative research design is appropriate to be employed in this study.

The population of this study was the second year students of SMKN I Lembar Lombok Barat in academic year 2013/2014. There were three departments; Nautical Fishing Boat, Fishery Expertise, and Automotive class of the second year students of SMKN I Lembar. The students and the teachers became the subject of this research. There were 33 students and two English teachers. This place was chosen because I am teaching at the same school. This helped me in understanding the teaching learning situation as well as advantaged me in analysing the data of the study.

The sample of this study were three classes of three departments. The first department was Nautical Fishing Boats class that consist of 16 students. The second department was Fishery Expertise class which consist of 9 students. The third department was Automotive class which consist of 8 students. The sampling technique of this study was purposive sampling. All of the 33 of the second grade classes were involved in this study.

There were three main techniques used to collect data in this study namely classroom observation, video recording and interview. The observation was done to identify teachers' questions and students' responses. The video recording was used to capture many details of lesson that cannot easily be observed such as the actual language used by the teacher and the students during lesson, while interview was conducted to get information and data about the teacher's point of view in using the questions, types of questions used by the teachers, the function of questions, how students respond to their teacher's question in teaching learning process and what modification techniques used by the teacher in classroom activities.

In analyzing data from observation, video recording and interview, first of all, the researcher made a description of each observation based on the notes taken during the observation. The result of the description was used to get more detail context when classify

types of questions and interpreting the meaning of certain utterance. After having the description, the next step was transcribing the data from video-recording. In making this transcription several codes was used to show specific features of the transcription.

After having the transcription, then the researcher classified the utterance into two categories, teacher questions category and students response category. After all the utterances categorized, the researcher classified all the teacher's questions based on the taxonomy of question adapted from the framework of Long (1983). The categories were display question, referential question, comprehension check, clarification request, and confirmation check. In this step the researcher confirmed the participants whether their sentences belong to the question or not.

The next step was categorizing the techniques of modifying question used by the teacher when their questions were not understood by the students. For this aim, the researcher analyzed the transcription to find out which teacher questions could not generate students responses and which ones could generate incomplete responses

## FINDINGS AND DISCUSSION

Based on the data of observation, video recording and interview, the types of teacher's questions, how students respond to their teachers' questions and the modification strategies used by the two teachers had been recognized during the teaching learning activities.

Based on the classification, it has been found that the two teachers had used all of the five types of questions in their classroom activities..

*Table 1. types and number of questions used by Teacher A and Teacher B*

No	Types of Teacher Questions	Teacher A	%	Teacher B	%	Total
1.	Display Questions	45	42,06	16	25,67	61
2.	Referentia Questions	13	12,14	12	20	25
3.	Comprehension Checks	23	21,49	11	18,33	34
4.	Clarification Request	16	14,95	15	25	31
5.	Confirmation Checks	10	9,34	6	10	16
	Total	107		60		167

The result on the table shows that display question dominates for about 67,73 % (61 questions) out of 167 questions. On the other hand, referential question in which the teacher can not predict the student's answer have the total of 25 questions (32,14 %).

The domination of display question is influenced by the learning material and also the allotted time for reviewing the last material. The material that is learned in observation is about daily activities, yes/no question, W-H question, and question tag.

Another types of questions; comprehension checks, clarification requests, and confirmation checks also used by both teachers in their classroom activities. The data reveals that comprehension check was dominant used by the teacher. As shown in the table 1 above, the distribution of the teacher's question is not equal. Comprehension check which are used to check students' understanding occurred with substantial frequency 34 (39,82 %), clarification requests that make the teacher want to make the students' talk clearer to his ears and make the students more sure with what they had said is 31 (39,95%). While the last is confirmation checks which is used to seek confirmation of the other preceding utterances occurred with frequency 19,34 % (16 questions).

Referring to the framework of Wu (1993) and Lörcher (2003), the data reveals that there are two types of student responses delivered from teacher questions in present study. The first type is verbal responses and the second is non-verbal responses. Verbal responses refer to the answer of teacher question provided by the students in form of word, simple sentence, or complex sentence (Yamazaki, 1998). And the non verbal responses refer to responses given by the students in form of gesture or body language, such as nodding, shaking, and the like (Lörcher, 2003).

From the data of observation and interview with the teacher show that in asking questions, a teacher assumes that students will give a response. If, however, the students are used to living in a school and social system where a student's talk is not encouraged and their response is characteristically limited or brief, monosyllable word, then it will be difficult to use question as an effective teaching aid. Consequently, the first priority is to encourage students to talk more. However, in the present study, it is found that there are three types of verbal responses provided by the students when their teachers address questions to them. The first type is very simple answer such as "yes", "no", or simple sentence or restricted, elaboration, and question.

The two teachers have different ways in overcoming the communication breakdown when their questions could not elicit students responses. Teacher B for example, used repetition technique to trigger student responses. Concerning this, Lang and Evan (2006) suggest that teacher, if it is possible, repeating the same questions must be avoided. They argue that this technique may encourage inattentiveness, interrupt the flow of discussion, and center the interchange more on the teacher. In this view, the use of repetition was not good for the effectiveness of teaching.

Regarding the use of questions in two teachers' classroom teaching, the student responses generated from the questions is one of the important aspects indicating the success or failure of a language teaching practice in developing communicative classroom interaction.

Concerning the types of questions used by the two teachers and the variety of responses generated from those questions, the following elaboration will focus to discuss those types of questions and student responses.

#### Extract 1

(the teacher gives a new material to the class. He tries to interact with his students based on the topic "daily activity").

T : volley ball?

How about you, What is your hobby? (pointed another student)

Firman : my hobby is fishing

T : fishing? Is it your favourite sport too?

Firman : yes sir, I always go fishing on Sunday afternoon, with my friends and sometimes with my brother. What about you sir, what is you like best?

T : em, My hobby is watching TV, I like westen movies. Almost every night I watch movies with my wife Ok, where did you always go fishing?

Firman : err.. dimana ya..??

Tomi : telage (laughter)

T : telage??.  
(laughter)  
What is *telage* in English? River or lake?

Firman : o, yes sir, on the river. Every Sunday afternoon I always go fishing

The extract above shows that the teacher asked “*what is your hobby?*” and the students repoded his teacher question by replying “*my hobby is is fishing*” the interaction continued when the teacher asked more question, *Fishing? Is it your favourite sport too?* And the student became confident in producing more words and more complex sentence to answer his teacher question “*yes sir, I always go fishing on Sunday afternoon, with my friends and sometimes with my brother.* The sequences of interaction also happen when the student asked a question again to his teacher “ *What about you sir, what is you like best?*” indicated that the student has conveyed their ideas freely and the teacher’s talk did not much dominate his classroom teaching. From the classroom conversation above, it can be identified that the two interactants were very close and the communication happening at that time was very interactive. At this point, the classroom interaction between the teaher and the students had been developed.

Looking at the response given by the students as the answer of the question “*what is your hobby*”, trigered the student to communicate with his teacher. The teacher tried to enliven the classroom interaction by letting his student to have a talk to convey their ideas by asking his teacher “*what about you sir, what you like best?*”. When the teacher gave the learner a space to express their opinion, the communication happened and the communicative classroom interaction has been conducted .

If referential questions could increase the quality of interaction. Display questions could increase the quantity of interaction and facilitate effective feedback. From the perspective of interaction hypothesis, the great number of using display question give more oppotunities to studets to interact with their teacher and more opportunities to practice the target language (Allwigh, 1989) because it could invite the coversation to take place. In the observation when teacher B possed the questions with very short answer was correct, he could then continue to interact with other students. This mean that if the display questions used properly, they could facilitate the students to learn English through the interaction they build. As seen in the extract below, the communicative classroom interaction happened between the teacher and the students was caused by questioning.

### Extract 2

(Teacher B explains question tag to students. He ask the students to complete the sentences with appropriate tag).

- Mustajib : no, you are not.
- T : ya, that's right. "No, you are not", because I am not a doctor. But, I am a teacher. Ok. That's about yes no question, sekarang about Question tag. Listen carefully, "You studied last night, did't you?", artinya Kamu belajar tadi malam kan?, I am a teacher, aren't I? Saya guru, kan? Lihat kata "kan" nya. Kata "kan" adalah tag nya. Ingat ya fungsinya?
- Ss : yes, sir.
- T : ok. Let's try now, coba ya, kalo kalimatnya "bu Zakiah eats pitza everiday"
- Firman : me, sir, (rise his hand)
- T : ya, you Firman
- Firman : em.. she is. she is too.
- T : she is too. Is it right?
- Tomi : that is not right sir, pakai does mungkin.
- Firman : bukan, kan pakai "to be" dalam kalimat kata pak guru : ya, if there is an helping verb "to be" in the sentence, so we have to put to be in the "tag" jadi jawaban yang benarnya apa? Bu Zakiah eats Pitza everiday..
- Ramdan : oo ya, the answer is "she does too".
- T : that's right, "she does too"
- ok, that's about tag in positive, now we will talk about question tag in negative. Ok. Sekarang bersamaan ya? We don't buy book?
- Ss : do we
- T : do we. good. They don't understand?

From the extract above, it can be seen that when the teacher asked a question to a student, and he couldn't provide the right answer, he continued to interact with another students. However, he could give the correct answer the teacher needed longer time to interact by giving the next display questions, then continued to another students. When the students exchange their ideas in answering their teacher's questions, it means that the interaction happened and the classroom communication was built. In other words, the more the teacher uses questions the more interactions happen in the classroom and the more opportunities available for students to develop their speaking proficiency in the target language.

The classroom interaction that occurred during the teaching learning process in third classes involved the teachers and the students. The teachers' talk is dominant in interaction during the teaching learning process, even though the students also gave enough opportunity to talk. They expressed their ideas and feeling to their teachers' lectures and questions. It is in line with the statement of Allwright and Bailey (1996) "Classroom interaction has to be managed by



everyone taking parts, not just by the teacher because interaction is obviously not something you just do to people, but something people do together, collectively”.

Classroom interaction is an interaction that happens among participants in the classroom. In order to get a good classroom interaction, it needs to be managed by everyone taking part, by a teacher and also his students. How interaction develops, depends on the attitudes and intention of the students involved, and on their interpretation of each other’s attitudes.

Additionally, the other factors that provide influence to the development of communicative classroom interaction are; interesting topics, teacher’s attention, misunderstanding, information gap and humor. It was observed that classroom experiences more students participate in when the topic interests them. A learner will be more inclined to talk when she/he find the teacher paying attention to them. Also, when teacher incorporates a piece of humor into the atmosphere of the classroom, students, feeling friendly, are encouraged to participate more than it is a gloomy atmosphere with the teacher as the sole speaker.

The difficulty to answer the questions is common in English classroom teaching learning activity. It is frequently found that the students could not response to the teacher’s questions not because of the absence of their knowledge; rather they do not how to express the answer in English. The students’ heterogenous language proficiency, their reluctant to answer and to ask question could be the factors in influencing the effective of communication among the students and the teacher.

The students who do not well acquainted with English and have low proficiency in English language were afraid to answer their teacher questions because they were worried that their fellow students or teacher would laugh at their poor language. This could effect student’s participating and asking questions during the lesson. Therefore, one way to encourage student is by giving them enough time to use the language in asking and answering questions.

The complexity of teacher question is another factor that the student could not elicit responses. Some teachers’ questions were ambiguous for student to understand in the process of affecting learners in giving clear responses. Based on the data, strengthened by the result of interviews conducted with the two teachers, show that rephrasing, repeating, and translating techniques used by the teachers to modify their questions. They modified their questions when there was no response from the student (Chaudron, 1988), when they wanted to complete response, and when they wanted the student to give more information related to the topic of the question. Below are the techniques were employed by both teachers in present study.

### Extract 3

*(Teacher A asked the the class to summarize the latest article and then ask a number of questions).*

T : O.K. it is the last question for you. *Who help you in making this summary?*

Ss : to make it?

T : nobody?

Ss : (nodding)

T : *Nobody help you?*

S : Nothink

Virga : nothing, I make it by myself

T : nobody, good!

#### Extract 4

*(The teacher gave a warm up questions related to the material will be discussed by asking them questions their everyday activities).*

T : in the afternoon? Okey. Where do you play football?

Aziz : er..

T : do you play football in a football field? Do you play football near your house?, In a football field?

Aziz : near my house.

#### Extract 5

*(The ongoing task is reading comprehension activity. The teacher delivers questions to class based on topic by using yes/no question form).*

T : number three, please. Ya, you. Is the writer as lucky as they are?

Ss : silent

T : “*Lucky*”, what in bahasa Indonesia lucky?

Irawan : beruntung.

T : beruntung, yes

: maksudnya “*apakah pemancing itu seberuntung orang lain*”

Irawan : no, he isn't, he is not a fisherman.

The rephrasing technique is used by expressing the question to make a more understandable. For example, when Teacher A, as shown in the extract 3 above, wanted the students to give longer or complete answer in long sentence, he rephrased the question “*Who help you in making this kind of task?*” into more simple yes-no-question “*Nobody helped you?*”.

The repetition occurred in the extract 4 above caused of the student could not complete the answer of his teacher's question. The teacher repeated his question because he wanted the students to give a complete answer. The repetition was caused by the incomplete response given by the student. While in extract 5, the translation of question into the native language caused by the silence of student in answering the question.

Teacher was likely to push students to speak English. It could be seen in the research finding that teacher question could make it possible for students to practice their competence in target language. This finding confirmed Sadker's claim that proper questioning will result the enforcement of students perform their language competence as the respond to teachers' questions. in line with Sadker's claim, the teacher took the benefit of questioning into account. The teacher believed that the more intense he asked questions to students, the more active students spoke. Interaction among teacher and student would be built. Moreover, students' language skill were also developed.

Referring to the framework of Wu (1993) and Lorsch (2003), the data reveals that there are two types of student responses delivered from teacher questions in present study. The first type is verbal responses and the second is non-verbal responses. Verbal responses refer to the answer of teacher question provided by the students in form of word, simple sentence, or complex sentence (Yamazaki, 1998). And the non-verbal responses refer to responses given by the students in form of gesture or body language, such as nodding, shaking, and the like (Lorsch, 2003).

To analyze the verbal responses, the framework of Wu (1993) was used. The framework of Lorsch (2003) was adopted to analyze the non-verbal responses. Wu classifies the verbal responses into two categories; restricted and elaborative responses. From the data of observation and interview with the teacher show that in asking questions, a teacher assumes that students will give a response. If, however, the students are used to living in a school and social system where a student's talk is not encouraged and their response is characteristically limited or brief, monosyllable word, then it will be difficult to use question as an effective teaching aid. Consequently, the first priority is to encourage students to talk more. However, in the present study, it is found that there are three types of verbal responses provided by the students when their teachers address questions to them. The first type is very simple answer such as "yes", "no", or simple sentence or restricted, elaboration, and question.

In case of the non-verbal responses, it is found that, in present study, there are 27 non-verbal responses generated from teachers questions. Referential questions could rise 14 non-verbal responses, 11 generated by comprehension checks, and only two from clarification request. Those 27 non-verbal responses were expressed by nodding, shaking, laughing, smiling, acting, and hesitating.

The students can not give response not because of the difficulties of the questions but the misunderstanding of questions delivered by the teacher. The misunderstanding of the questions make the students cannot give more information related the topic of the questions. Thus, there was no response provided by the students. In order to make the questions more clearly and can be understood by the students, teacher should modify their questions whenever their questions could not elicit student responses through several techniques.

During the observation of the six lessons, it is found that the two teachers modified their questions whenever their questions could not elicit student responses. They modified their questions by rephrasing, repeating, and translating it into native language. Regarding this, Suherdi (2006) acknowledges the repetition, rephrasing, and clue that usually occur as a response to irrelevant response or no response move.

The two teachers have different ways in overcoming the communication breakdown when their questions could not elicit students responses. Teacher B for example, used repetition technique to trigger student responses as what seen in extract 14. Concerning this, Lang and Evan (2006) suggest that teacher, if it is possible, repeating the same questions must be avoided. They argue that this technique may encourage inattentiveness, interrupt the flow of discussion, and center the interchange more on the teacher. In this view, the use of repetition was not good for the effectiveness of teaching.

Conversely to what Lang and Evan (2006) explicitly state that "repetition is a good example of speaker's talking creating to build relationship, not just between utterances or turn but between speakers to construct interpersonal convergencies and to creatively adapt to the other speakers". As seen in extract 15 the repetition technique could facilitate interaction between the students and the teacher. Here the student initiated giving question for getting confirmation as the teacher's question was not uttered clearly. For this situation, repeating questions was not bad practice to do (Suherdi, 2008).

From the analysis above, it is concluded that the technique of modifying questions employed determine the climate of the classroom. This indicates that those teacher's questions and modification techniques play very important role in facilitating English language learning.

## CONCLUSION

There were five types of questions were employed by the teachers in English classroom such as display question, referential question, comprehension check, clarification request, and confirmation check. The most types of questions posed by the teacher in their teaching and learning classroom was display questions.

The students respond their teacher question verbally and non verbally. The verbal responses are characteristically restricted to display questions and elaborative to referential ones. The non-verbal responses are used when the teachers use referential questions. The questioning strategies applied by the teacher were rephrasing, repetition, and translating the question into native language.

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