

CHAPTER I

INTRODUCTION

A. The Background of the Study

Teachers use questions to engage the students and sustain an 'active' style to the learning. The teacher also uses questions as part of the assessment of learning in order to determine how they best structure, organize and present new learning. Historically, teachers have asked questions to check what has been learnt and understood, to help them gauge whether to further review previous learning, increase or decrease the challenge, and assess whether students are ready to move forward and learn new information. According Gall (1984) as cited in Richard and Lockhart (1996: 185) state that more than a half of classroom talk is dominated by questioning and answering. In addition, David (2007: 127) states that teacher's question is an important aspect of classroom interaction in second language classroom which has obtained large amount of attention from researchers or scholars.

For language teachers, interaction is very essential. It is "the hearth of communication". According to Brown (2001: 165) states that interaction is the exchange of thoughts, feelings, and ideas which is conducted by two or more people, and mutual effect will be produced in both communicators. In addition, Interaction cannot be produced easily and naturally without some initiatives or efforts from teachers as stated by Vebriyanto (2013: 3). Teachers need to constantly engage and stimulate the students to be actively involved in classroom

interaction. Asking question is one of the ways can be used to make the classroom interaction builds.

Teacher, as the initiator and sustainer of interaction in the classroom, can select and apply appropriate questioning strategies in order to encourage the students to be involved in the classroom interaction. Teacher may differently have their own ways to activate and to initiate the interaction in their classroom. The students are expected to actively give responses to the questions being asked to them since every question that the teacher gives to the learners needs an answer or responses from the learners. Unfortunately, asking question to the students does not always work in some cases regardless the repertoire of questions that can be applied by the teacher in the classroom. Teacher, sometimes, fails to encourage the students to speak more by answering the questions due to certain circumstances, such as the question that is not understood by the students or the length of the question that is too long.

For that reason, the teachers should apply the teaching learning process by asking questions to the students, the function is to get the purpose of the learning and the students can speak. Donald and Eggen as cited in Xiaoyan (2008) states that there are several functions of teachers' questions. They are diagnostic, instructional, and motivational function. As diagnostic tool, teachers' questions are used to diagnose what students know and how students think about certain topics. As instructional function, teachers' question can assist the students to study new information in the learning process. Motivational function can be a tool that engages the students to be actively involved in the classroom discourse and

encourage or challenge their thinking. It is important to not only look at the type of the questions but also how to apply the questioning strategies.

Actually, there are many Senior High Schools in Medan which are appropriate to be chosen as a setting to conduct the study, especially school that emphasize to use English in their daily activity. The researcher chooses SMA Swasta Dharmawangsa Medan as the subject for conducting this study. It is one of favorite senior high schools in Medan. This school consists of general classes. Many researches had been done in this school, but the researcher has not found any research focusing on analyzing teachers' questioning in this school. That is why the researcher is interested to conduct a study about teachers' questioning used by the English teacher in SMA Swasta Dharmawangsa Medan. In reality, the researcher was finding the lack of interaction between teacher and students when observed in one of SMA Swasta Dharmawangsa in Medan. When teaching-learning process started, the teacher checked the students. Then the teacher asked student to opened the book which have learn previous and gave interaction to the students to read the text, next the students translate the text, for the last, the teacher asked students to do the exercise from the book. Below is the example of teacher and students interaction:

Teacher : Good morning class.

Students : Good Morning Ma'am.

Teacher : I am going to call the roll.

(The teacher call the students' name)

Students : Present Ma'am. (all of the students said present to the teacher)

Teacher : Class monitor, came here. (the class monitor approached the teacher)

Students : (silent).

Teacher : your class monitor will give you a sheet of paper, then you read the text and translate it to get the answer of the question.

Students : (Do the tasks)

After the students read the text, the teacher asks some questions:

Teacher : **What is the kind of the text?**

Students : (Silent)

Teacher : What is the genre, the type of the text such as narrative, descriptive or recount? What is?

Students : Descriptive Text Ma'am. (Students answered the question)

Teacher : **Describe in your own words about the text!**

Students : (describe the text)

Based on the researcher's interview with the English teachers at SMA Swasta Dharmawangsa Medan on preliminary observation, the researcher found that:

- The lack of interaction between the teacher and the students.
- Teachers are facing to deal with a passive class, where students are unresponsive and avoid interaction with the teacher.
- Most of the student not reached the passing score when the teacher gave the test.

- The teachers only give the materials for students, and the students studied themselves.

From the case above, the problems in observation in preliminary data teachers are facing is to deal with a passive class. The problems come from the students and the teachers. The teachers did not give any interaction such as giving question to the students and students are unresponsive and avoid interaction with the teacher.

According to Brown (2001: 169) as the EFL students generally reluctant to initiate and maintain the interaction, teachers' questions supply important stepping stone for students to join in the classroom interaction. Questioning is one of the most popular modes of teaching. Unfortunately, although the act of asking questions has the potential to greatly facilitate the learning process it also has the capacity to turn a child off if done incorrectly (Brualdi, 1998 as cited in Arslan, 2006:83).

Furthermore, study conducted by Shomoossi (2004) investigated teachers' questions in 40 EFL reading comprehension classes in Tehran universities. The results revealed that teachers used display questions (i.e. comprehension, confirmation or clarification checks) 4.4 times (82%) more than referential questions (18%). Teachers asked more referential questions in pre-reading sessions with the intention to assist students to warm up for the task and to become familiar with the topic. However, the teachers' questions were dominantly display questions when working on the exercises in during- and post-reading phases. The author found that not all referential questions created classroom

interactions, as other factors such as topics that were relevant to students' interest, teacher's attention, and sense of humor, influenced the extent of interaction to some degree.

Based on the explanation above, the researcher interest to conduct a study about the type of questions used by teachers and describe the way of teachers' questioning in teaching learning process in SMA Swasta Dharmawangsa Medan. The researcher chooses this school because she wants to find out which teachers use questioning frequently in teaching learning process and describe which teachers used questioning effectively in the classroom interaction.

B. The Problems of The Study

Departing from the background above, this study attempts to answer the following questions:

- 1) What are the types of teachers questions at grade ten SMA Swasta Dharmawangsa Medan?
- 2) What is the dominant type of teachers questions at grade ten SMA Swasta Dharmawangsa Medan?
- 3) What are the functions of teachers questions asked by the teacher at grade ten SMA Swasta Dharmawangsa Medan?

C. The Objectives of the Study

The objectives of this study are formulated as follows:

- 1) To find out the type of teachers questions at grade ten SMA Swasta Dharmawangsa Medan.
- 2) To know the dominant type of teachers questions at grade ten SMA Swasta Dharmawangsa Medan.
- 3) To find out the functions of the questions asked by the teacher at grade ten SMA Swasta Dharmawangsa Medan.

D. The Scope of the Study

There are some theories of the teacher's question, the perspectives can be seen from many sides and the expert including; P. E. Blosser (1975), Richards and Lockharts (1996), Leslie Owen Wilson (1997). In this case, this study is limited on the types of questions used by teachers in classroom interaction and describing the ways of teachers' questioning in teaching-learning process at grade ten based on Blosser theory. The data of this study is the tenth grade students and the English teachers who teach in SMA Swasta Dharmawangsa Medan.

E. The Significance of the Study

The present study is expected to supply some benefits such as:

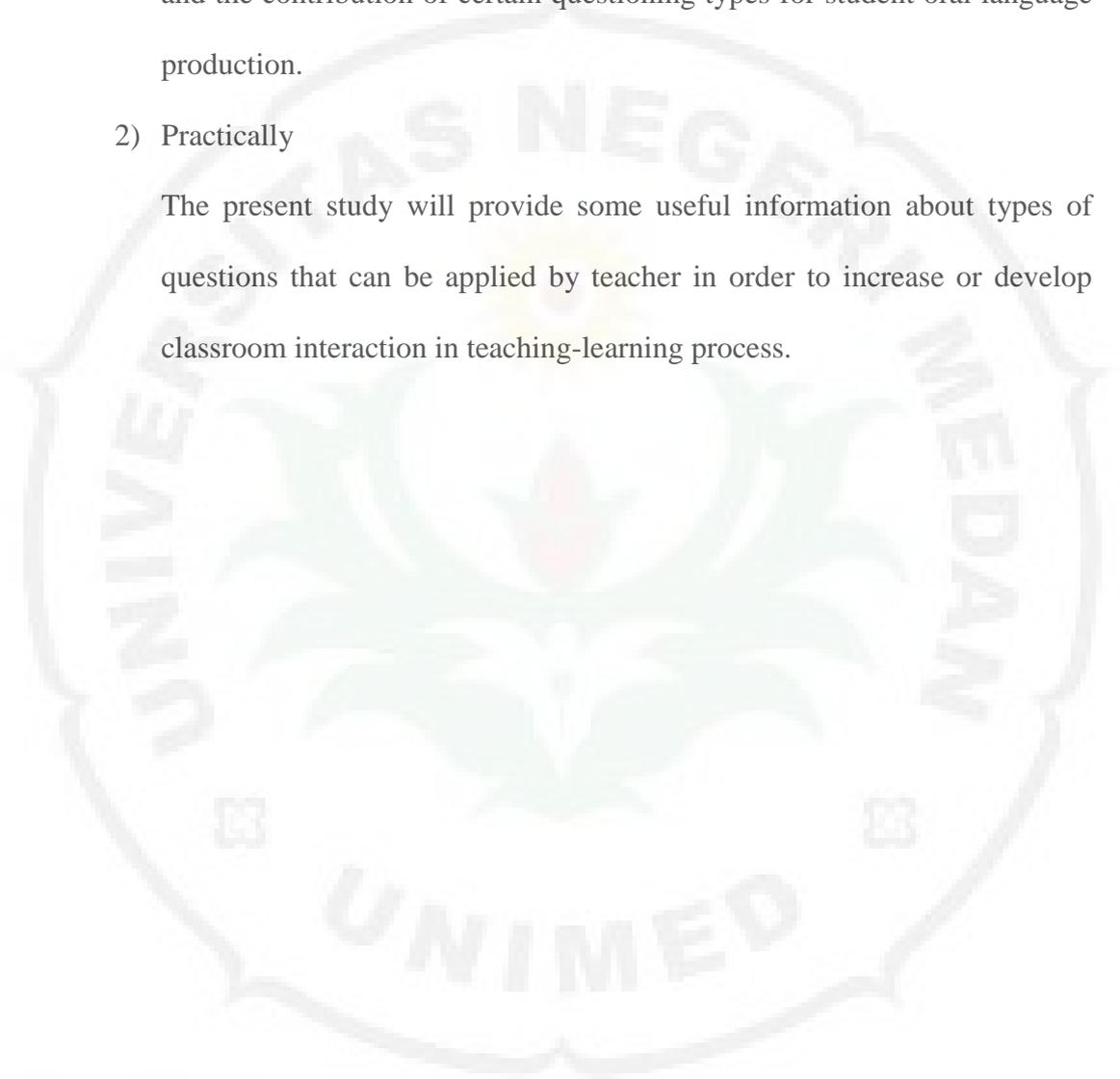
- 1) Theoretically

The present study will give better understanding either for the writer or the reader about types of question utilized by teacher, purpose of questioning,

and the contribution of certain questioning types for student oral language production.

2) Practically

The present study will provide some useful information about types of questions that can be applied by teacher in order to increase or develop classroom interaction in teaching-learning process.



THE
Character Building
UNIVERSITY