CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is an important skill which has an important contribution to the success of learning language. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading in a foreign language is essential not only for promoting the students' personal and cognitive development, but also for improving their study and job prospects in a globalized society.

Reading for comprehension is the primary purpose for reading as argued by Richard and Renandya (2002: 227). Therefore, students are always asked to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently. The reading texts types that the first year students of Senior High School need to learn are: descriptive, narrative, and recount. The students are expected to be able to understand the text and are also capable of creating new text. In this paper the writer focuses the discussion on narrative text. Leinhardt etl (2009: 70) state that students appear to have difficulty in identifying the main story of the text and are limited in their ability to connect events into causal chains.

The ability to comprehend something from reading materials for students needs to be improved in order to make them easier in reading process so the

teacher have to arrange a suitable and interesting strategy related to students' condition. This strategy was expected to motivate in lesson and comprehend in reading. In addition, effective learning activities arise when students participate in knowledge discussion to gain learning purposes (Watkins et al, 2002). As argued by Ozcan (2010), students' participation can be provoked if the students are productive rather than purely receptive. Therefore, one popular strategy of facilitating students' participation used by many language teachers is questioning. They consider that it is an effective tool to build students' understanding and to stimulate them to participate in learning. Appropriate questions help teachers and students learn from one another. Review of research findings on questioning reveal that it is an effective skill to stimulate student interaction, thinking, and learning (Wood; Carol, 2001).

Questioning becomes a powerful teaching tool when employed thoughtfully, but it can be less helpful for the language learning process when poorly employed (Nunan, 2007). It means that when teachers use questioning effectively in English classes, it can make a significant contribution, such as focusing attention, exercising disciplinary control in the course or an instruction, encouraging students' participation to practice their English proficiency, and evaluating students' progress. Yet, when the questions are not used effectively by the teachers, they can confuse students and they are less likely to be engaged in English teaching-learning process. As a result, students never take participation in the class.

Brown (2001: 169) states that one of the best ways to develop your role as an initiator and sustainer of interaction is to develop a repertoire of questioning strategies. Therefore, what kind of and how questions are used in the class is important to provide an effective interaction. The problem is teachers usually ask questions that require low level thinking. Studies found that some teachers are not aware of the importance of applying appropriate questioning types and strategy and that their questions will have consequences for students' learning (Yanfen & Yuqin, 2010). Those caused students being confused and tended to not willing to answer the questions.

Considering about the importance of teacher's question in teaching learning process, the investigation on teacher's questioning behavior has been an important issue. The studies on teacher's questioning show that teachers favor asking a great number of questions in the classroom with different rationale. It is revealed that teacher's question has essential role. As the solution found by researcher through the students' problem in learning English, the researcher will make sample questions based on Bloom's taxonomy, because teachers need to increase their use of higher cognitive questions, in order to stretch and challenge their students' thinking. Further, a study by Dumteeb (2009) in Teachers' questioning techniques and students EFL in the Thailand context, the findings of the study revealed that the majority of questions posed by EFL and science-as-content-taught-in-English classes were low-level and factual, and these questions were not designed to encourage learners' critical thinking. Yuliawati (2016) found that the teacher never asked synthesis and evaluation questions, only 2.35%

questions asked by the teacher which was in the higher level of cognition (analysis). The rest 97.65% was in the lower level cognition (knowledge, comprehension, application. The other journal also found that teacher mostly use the low level question types and only 8.5% in creating dimensions (Dos Bullent, 2016). In conclusion LCQ dominates the question asked by the teacher.

Based on researcher's experience in Integrated Teaching Pratice Program (PPLT) in Junior High School, many of students are difficult when studying English especially in reading narrative text. In learning narrative text, the students often feel bored because the teachers often ask the students to translate the story whereas it is ineffective method of making students understand the text. Students were unable to understand the lessons that had been taught deeply. This problem occurred because the teacher did not use appropriate questions in classroom. This resulted to the students' low knowledge of the lesson that had been learned. Absolutely, the student cannot enjoy the text its self, and eventually the students get poor grades during the exam.

As a preliminary data, an observation was carried out before in SMP N. 1 Berastagi. It can be seen in the following dialogue:

Teacher   : Good morning students?
Ss   : Good morning Mam?
Teacher   : Any absent today? Ada yang tidak hadir?
Ss   : No Mam. Semuanya hadir.
T   : Have you finished your homework? PR nya udah selesai?
Ss   : Yes mam.
T   : Submit it and put on table, I will check it later.
Ss   : Yes mam.
T   : Today we will learn about narrative text, ada yang tau apa itu narrative text?
Ss   : (Silent)

T	: Well, open your book page 120, you will found a text tittle "Cinderella". Buka buku kalian halaman 120, disana ada cerita yang berjudul "Cinderella". Have you ever heard or read this story?
S1	: Yes mam, cerita itu tentang seorang putri.
S2	: Ceritanya dongeng mam.
T	: Good Students, iyah jadi itulah salah satu contoh Narrative text. So, what you have to do now, you have to translate this story and then answer the exercise questions. Jadi tugas kalian sekarang, coba diterjemahkan dulu teks ini, setelah itu kalian kerjakan soal yang ada di bawahnya.
SS	:'Yes Mam.
T	: Jangan ribut.

The situation above describe the teaching learning process in English classroom, the preliminary data shows there is no questions that attracting students' critical thinking. Teacher asked the students, "ada yang tahu apa itu narrative text?, Have you ever heard or read this story?". These questions concentrate on "brief thought" and basic amount of understanding of an already learned subject. These kinds of questions are meant to encourage students to recall or remember basic information. These LCQ questions are excellent when used to cover a process or step emphasized in the material; however, questions such as these require limited effort and do little to encourage engagement. These types of questions are very helpful as long as they are not used too much.

Based on issues above, the researcher is interested to conduct study about the levels of questions used by teacher and describe the reasons why teacher asking question in teaching learning process at SMA Gajah Mada. In order to find out questions used frequently and effectively in teaching reading narrative text.

B. The Problems of the Study

Based on the purposes of the case study listed previously, this study is driven by the following research questions:

1) What levels of questions are used by the teacher in teaching reading narrative text at tenth grade of SMA Gajah Mada?

2) What are the reasons teacher ask questions to the students in teaching reading narrative text at tenth grade of SMA Gajah Mada?

C. The Objectives of the Study

Based on the research problem, the researcher intent to:

1) To find out level of questions that used by the teacher in English classroom in teaching reading narrative text at tenth grade of SMA Gajah Mada.

2) To reveal the reasons why teacher ask the questions to the students during teaching reading narrative text at tenth grade of SMA Gajah Mada.

D. The Scope of the Study

The scope of this study is to analyze the teacher's question according to Bloom's Taxonomy, based on Anderson's revision during the teaching reading narrative text in two meetings.

E. The Significances of the Study

After conducting this research, the researcher expects that some benefits of the research are hopefully aimed for:

1. Theoretical Significances

The result of the study will enrich and provides a better knowledge for the theories on the analysis teacher's question in teaching reading narrative text.

2. Practical Significances

a. For Teachers

The finding of this study will contribute the English teachers in asking questions to the students, and organize the questions based on their needs. Thus, teachers able to understand how to build a good communication or good interaction.

b. For Students

Helps stundents being effective to learn English and have a good cooperation with the teachers.

c. For Other Researchers

This research finding will be useful for other researchers who want to know the teacher's question techique in teaching reading narrative text.