

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is the world language for international communication in many countries. English is very important to be learned by foreign learners, through English, foreign learners can compete globally, fields of science, economics, social or culture. English will be used to communicate and establish relations between one country and others.

Considering the importance of English, people from non-English speaking countries, including Indonesia, learn English as a foreign language.

Related to the importance of learning English, people need to learn English especially student to achieve their goal in learning so they need a teacher to teach them. Being a teacher is not a simple thing, Loughran (2006) states the teachers play an important role in what they do and how they do in developing their own professional knowledge and practice. Learning environment and classroom setting must be prepared before doing teaching- learning in English subject class. For beginning the interaction in the classroom, teacher must uses questioning behavior which is manifested in types of questions. Questions are used by teachers to elaborate 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)

As Richard and Lockhart (1996) explain that questioning is one of the most common techniques used by teacher and by giving question teacher can take control in classroom interaction. A problem that English as a foreign language teachers faces is to deal with a passive class, whereas students mostly silent and do not give any responses. Because of this problem, the teacher must be able to stimulate students by giving appropriate questions so the classroom be productive and have good interaction. The goal of giving question is to check the students' understanding about what the students have learned, to improve students' involvement and to enhance students' creative thinking skill in classroom interaction. The teachers should be able to know which questions can be attracted students' responses.

Based on the researcher's experience in Magang III, the researcher found a problem. Whereas most of the students were unable to understand the lessons well. In dialogue below showed that in the classroom interaction, the teacher used simple question that usually asked to students. As the result the students become passive and did not improve student's thinking skill in giving response of the teachers' question.

Here are some questions that teacher used in the class. Teacher (T),
Students (S):

T : Do you understand the lesson, kalian mengerti?

S : Yes Mam. (some students repond the question but the other just silent

T : Any questions so far? Ada pertanyaan? (asking for question

S : No Mam. (shaking their heads and answering the question)

T : Well, we continue our lesson.

S : (Open their book and look at the teacher)

Based on the interaction both of teacher and students, the questions that teacher used did not attract students' thinking skill. The teacher only asked routine questions, the teacher should understand about the types of questions, so that the teachers know what types of questions can attract students' response. The teacher should can attract students' responses to the question well, not only about "yes" or "no" answer and nonverbal response such as gesture or action but also make the students to develop their thinking in giving some explanation or opinion.

After those explanations, the researcher is interested to conduct study about analyzing types of questions used by teacher, describing the purposes to the teacher's questions are appear in teaching learning process and how the students respond to the questions given by the teacher. The researcher decided to conduct the study to two English teachers and two classes of Grade XI at SMA Free Methodist 2 Medan in teaching reading skill.

B. The Problems of the Study

Based on the explanation on background of the study above, the research problems are formulated as follows:

- a. What types of questions are used by English teachers in teaching reading skill at SMA Free Methodist 2 Medan?
- b. What are teachers' purposes pose those types of questions in teaching reading skill at SMA Free Methodist 2 Medan?
- c. How do the students respond to the teachers' questions?

C. The Objectives of the Study

In answering of the research problems of the study, the objectives of the study are formulated as following:

- a. To find out the types of questions are used by English Teachers in teaching reading skill at SMA Free Methodist 2Medan.
- b. To find out English teachers' purposes in asking questions in teaching reading skill at SMA Free Methodist 2 Medan
- c. To analyze the students' responses to teachers' question at SMA Free Methodist 2 Medan.

D. The Scope of the Study

The study is limited to analyze the type of questions used by the English teacher in delivering materials about reading skill, the teacher's purposes in asking questions and students' responses to the teachers' questions in teaching

reading skill at SMA Free Methodist Medan start from the class is opened until the end. This study will be applied at SMA Free Methodist 2 Medan at Grade XI.

E. The Significance of the Study

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

1. Theoretical Significances

The results of this study will improve and provide a better knowledge on the analysis the types of teacher's questioning in English teaching – learning process.

2. Practical Significances

a. For Teachers

The results of this study will help English teachers in giving questions to the students, and organize the questions based on their needs.

So that, the classroom interaction be active and productive

b. For Students

Helps students being active to learn English and have a good interaction with the teachers.

c. For other Researchers

The result of this study will be useful for other researchers who want to analyze the teacher's questioning and students' responses during English teaching-learning process