

CHAPTER I INTRODUCTION

A. The Background of the Study

Teachers play significant roles at classrooms. Teachers are not only expected to teach but also to facilitate, to guide, to model, or to evaluate students in teaching and learning activities. In teaching learning process, teachers need to pay attention to the students, pay attention to what students learn and how students learn (psychology). Soedijarto (1991: 160) said that the learning process is all the experience that's understood by students. The intensity of learning experience can be seen from the high involvement of students in teaching and learning relationships with teachers and learning objects. If in teaching learning process, the students spend more time to listen and record the teacher's explanations; the classroom atmosphere can be said lack of adequate quality.

According to PP RI No. 19/2005 28(3), educators are learning agent who must have four types of competence, namely pedagogical competence, personal competence, professional competence, social competence. In this context, teacher competence is defined as the knowledge, skills, and attitudes that expressed in the act smart and responsibly owned by a teacher. In the case of a professional, a teacher must possess teaching skills in terms of: open and close the lesson, ask questions, provide reinforcement, and held a variety of teaching. Wijaya (1992: 25-30) states that professional skills must be owned by teachers in the learning process are: (1) mastering material, (2) managing the teaching and learning program, (3) managing the classroom, (4) using media source, (5) master the

foundations of education , (6) managing the teaching and learning interactions, (7) assess learners' achievements for the benefit of teaching, (8) getting to know the functions and programs guidance services and counseling, (9) identify and maintain the administration of the school, and (10) understanding the principles and interpreting the results of educational research for the purpose of teaching. One of teaching skills that need to be known by a teacher is a questioning skill. Hasibuan (2008) states that questioning skills can increase student participation in learning, generate interest and curiosity of students, develop ways of thinking, ways of active learning, and can focus on the students.

Adedoyin (2010) states that teacher's questions are of significant value for many instructional purposes, eliciting student reflection, challenging deeper students understanding and engagement in the classroom. Teacher questioning is an indispensable part of teaching process. It means that teacher's question is one important role in teaching-learning process to built language production of students.

Teacher asks a lot of questions. In fact, the standard pattern in the classroom is one in which the teacher asks a questions, and one or more students respond to the questions (Richard, 2000). Then, the teacher evaluates the response. That is why Ellis proposes two reasons why teachers ask questions in their classrooms. First, questions require responses; therefore, they serve as a means of obliging learners to contribute to the interaction. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted. It has been found that questions can also be used to motivate students, to

revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, and check understanding and to control behavior (Young 1992; Richard and Lockhard 1994).

SMP N 1 Kerajaan is one of the schools in Pakpak Bharat that realized the importance of English. English teacher understand that students need more practice in English classroom; many students have low participation.

As researcher observed in SMP N 1 Kerajaan, it is found that the teacher asked many questions in the classroom. Based on the observation, the teacher just asked questions spontaneously without preparing the questions before in teaching learning process. The teacher also asked the same and repeatedly questions to the students during teaching learning process. This phenomenon can be found when the teacher try to ask question to students in the classroom.

Teacher : *What is the aim to study class of words?*

Student : *(Silent)*.

Teacher : *What you say in Indonesian class of words?*

Student : *Pembagian kata mam.*

Teacher : *Why it has to be divided?*

Student : *(Silent)*.

(Teacher explains the answer of her questions)

Teacher : *What is part of 'class of words'?*

Student : *(Silent)*.

Teacher : *What is the example of noun?*

Student : *Table mam.*

Teacher : *What you say verb in Indonesian?*

Student : *Kata kerja mam.*

Teacher : *What is the example of verb?*

Student : *Cooking mam.*

Based on the conversation above, it was found that teacher ask a lot of questions to knowing students comprehension. But, from all of questions that teacher asked, the teacher mostly use level low cognitive questions (LCQ) that is require students to recall previously acquired information. Some of the reasons teacher asked question to the students is to know students comprehension and for getting students involved in the classroom to give participation.

In this study, only focus to the levels questions that teacher used in the classroom. This study will use theory bloom taxonomy to categorize the teacher questions. Teacher's questions will classify into low cognitive questions (LCQ), they are remembering, understanding, applying and high cognitive question (HCQ), they are analyzing, evaluating, and creating.

The result of the relevant studies to strengthen this research is from Lourentine at al (2012) and Seruni's (2013). Lourentine at al in implementation of questioning skill found 53 total questions from two teachers in three times observation. From the result of question show that low cognitive questions are mostly asked by the teachers than high cognitive questions. The finding in LCQ category is knowledge level 40 questions or 75, 47%, comprehension level 9 questions or 16, 98%, application level 1 question or 1, 88%, and HCQ category is analysis level 3 questions or 5, 67%, synthesis level 0%, and evaluation level 0%.

So, the high frequency of questions level is knowledge, that is reach 40 questions or 75, 47% asked by the English teachers in the classroom. So, it can be conclude that LCQ dominates the questions asked by the teacher.

Seruni (2013) in Teacher question at high school classrooms of English in Jakarta found 213 total questions from three teacher's different school in one time observation. From the result of questions show that low cognitive questions are mostly asked by the three teachers than high cognitive questions. The finding in LCQ category is remembering level 78 questions or 36, 6%, understanding level 46 questions or 21, 6%, apply level 2 questions or 0, 9%, and HCQ category is analyze level 13 questions or 6, 1%, evaluating level is 5 questions 2, 3%, and creating level is 0 question or 0%. Total LCQ in three teachers is 124 questions or 58, 2% and total HCQ in three teachers is 20 questions or 9, 3%. The high frequency of questions level is remembering, that is reach 78 questions or 36, 6% asked by three teachers. So, it can be conclude that LCQ dominates the questions asked by three teachers.

From the previous studies, this study can be concluded that low cognitive questions are mostly asked by the teacher in the classroom than high cognitive questions. The result from the previous studies is same with the result from this study in the first observation on 'teacher questions in English classroom'; this study found that LCQ dominates the questions asked by the teacher.

Teacher questions are one of the teaching strategies that can help students acquire the target language better. Typically, a teacher asks a question without

used all of level cognitive questions. Consequently, teacher does not get and doesn't know how students comprehension exactly.

Based on the explanation above, a teacher should be aware of question level and why teacher asks the questions during teaching learning process. After knowing what the teacher should do, hopefully, the teacher can obtain or even raise students' comprehension in using the target language. Based on the above discussion, this study was interested in analyzing the teacher questions in English classroom at SMP N 1 Kerajaan. This study wanted to know what levels of questions were used by the teacher and the reasons teacher asked questions to students in English classroom.

B. The Problems of the Study

Based on the background of study above, the problems of the study were formulated as follow:

1. What levels of questions are used by the teacher in English classroom?
2. Why does the teacher ask questions to the students in the classroom?

C. The Objectives of the Study

The objectives of the study are:

1. To find out levels of questions that used by the teacher in English classroom.
2. To reveal the reasons of teacher ask questions to the students in the classroom.

D. The Scope of the Study

There are some topics can be analyzed in classroom interaction, such as the participants in classroom interaction, teacher talk, and teacher questions. This study is limited to analyze teacher questions based on Bloom Taxonomy in Anderson and Krathwohl through the levels of teacher questions and the reasons of teacher ask questions to the students in English classroom at SMP N 1 Kerajaan.

E. The Significance of the Study

1. Theoretically:

It useful for give better understanding about level of question utilized by teacher, and understanding the reason of teacher ask questions to the students.

2. Practically:

The result of this research is expected to be useful for:

- a. The teachers, the results of this study can be used as a reference to improve their performance in designing and practice questions during teaching learning process.
- b. The students, this study are expected to be a reference about any kinds of questions of their teacher, so that students can react well and clearly toward teacher questions.
- c. Other researchers, this study can be used as a reference in conducting similar study.