

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

English has an important role in the world. Most people use English to communicate with other people from other countries. Science, technology, art and culture development also cannot be separated from the role of English language. English as a foreign language has become popular in the new globalization era and of course as an international language; English has become a need in the world of education. For those reasons English has been taught at every level of education in Indonesia as the first foreign language (Ramelan, 1994)

Talking about teaching English in the classroom, one thing that we should not ignore is the role of teacher questions in the English process. Because they are potential to promote comprehension and learning which can help learners acquire knowledge. Moghadam and Barjesteh 2014 as cited in Ndun 2015 states that, 'Teachers' questions serve as a mean of engaging learners' attention to promote verbal responses and evaluate learners' progress.'

Teaching students at SMK will be different from students at SMA. Learning styles, needs and students' characteristics are very different. SMA students are balanced in each class the number of male and female, whereas in SMK students are more male students or female ones depending on the department. In teaching learning

process, SMA students study more theory than English in SMK is relatively unexplored, especially from the view point of the teachers who are ultimately responsible for the student's learning. In general SMK cannot be the same as SMA. The worlds that require of vocational graduated students, SMK has a readymade expertise in the world of work. Essentially, the teaching learning process has evident in student learning ability difference in the classroom. Therefore, it is vital that teachers focus more to the needs of their individual students. The teacher should not only focus on material achievement when teaching, they should also be able to treat the student individuals by the language used. Thereby they can encourage and motivate their students to accomplish their proficiency in all skills of English such as reading, writing, speaking and listening skills.

Techniques such as questioning strategies are very important in teaching students, because they affect the students' learning process in studying English which still quite unfamiliar for them. Young (1992) states that questioning is a favorite teacher methodology, and that roughly 60% of all classroom talk is composed of questions and nearly all of them are asked by teachers. Teacher questions in the classroom play an important role for students acquire the language: "They can be used to allow the learner to keep participating in the discourse and even modify it so the language used becomes more comprehensible and personally relevant" (Banbrook and Skehan, 1989; Richards & Lockhart, 1994)

Questions serve many purposes. They can help pupils to reflect on information and commit it to memory. They can develop thinking skills, encourage

discussion and stimulate new ideas. Questions allow teachers to determine how much a class understands and enable them to pitch lessons at an appropriate level. They are an important tool for managing the classroom, helping to draw individuals into the lesson and keeping them interested and alert. And questions have a symbolic value - sending a clear message that pupils are expected to be active participants in the learning process.

Teachers ask a lot of questions. In fact, the standard pattern in the classroom is one in which the teacher asks question, and one or more students respond to the questions (Richard, 2000 in Ndun, 2015). After that, teacher evaluates the student's response. That is why Ellis (2008) created two reasons why the teachers ask questions in their classrooms. First, questioning requires responses; therefore, they serve as means of obliging learners to contribute to the interaction. Learners' responses also provide with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as device for controlling the progress of interaction through which 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 control behavior (Richards and Lockhart, 1994)

SMK Tunas Jaya is one of the schools in Tanah Jawa that realized the importance of English. English teachers in SMK Tunas Jaya understand that students need more practice in English classroom; many students have low participation.

Teacher questions are a favorite way to make students talk by responding the questions and also to check students' understanding about the topic.

As researcher observed in SMK Tunas Jaya, it is found that the teacher asked many questions in English 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 : Good morning students*

*Students : Good morning Miss*

*Teacher : How are you today?*

*Students : I am fine Miss. How about you Miss?*

*Teacher : I am fine too. Is there any absent today? Ada yang tidak hadir?*

*Students : Gak adak Miss. Hadir semua.*

*Teacher : Okay. Do you still remember our topic yesterday?*

*Students : Yes Miss*

*Teacher : Siapa lagi yang masih belum mengerti?*

*(After wait some time) Let me check you one by one.*

*Sebutkan contoh kalimat Simple Future?*

*Student 1 : I will go to school*

*Teacher : You?*

*Student 2 : I will cook*

*Teacher : What do you want to cook?*

*Student 2 : (Confused)*

*Teacher : Apa yang mau kamu masak?*

*Student 2 : Mi goreng Miss*

*Teacher : Apa bahasa Inggrisnya mi goreng?*

*Student 3 : Fried rice Miss*

*Teacher : Oke, lanjutkan kalimat tadi*

*Student 2 : I will cook fried rice*

*Teacher : Good. Belajar lagi ya nak.*

*Mereka tadi sudah kasih contoh pola pertama Simple*

*Future. Ada yang masih belum paham?*

*Students : (Silence)*

*Teacher : Berarti masing-masing siapkan contohnya. Sebutkan contohnya mulai dari sudut sana.*

*Student 4 : I will study English*

*Teacher : Okay. Next?*

*Student 5 : I will cook indomie*

*Teacher : Yang lain tidak boleh lagi pakai kata go, study dan cook lagi ya. Cari kata kerja yang lain. You?*

*Student 6 : I am going to buy a new bag next week*

*Teacher : That's great. You?*

*Student 7 : I... I will always love you*

*Teacher : Good. Hei itu kenapa jadi ribut? What are you talking about?*

*Coba kalian berempat, sebutkan contoh kalimat Simple Future.*

*Students : ...*

Based on the conversation above, we can see that teacher asked students a lot of questions for classroom management, checking students' understanding, control students' behavior, obliging students to contribute classroom interaction. Teacher asked the same question to students and wasted a lot of time to flash back to the last subject whereas students were not enthusiasm with that situation.

Teacher questions are one of the teaching strategies that can help students acquire the target language better. Typically, a teacher asks a question without considering what type of questions is being asked and how much time teacher gives to the students to formulate their answer. Consequently, teacher does not get sophisticated responses from the students or even no responses at all.

Based on above statement, teachers should be aware of question types and why teacher asks the questions during teaching learning process. They can be used for getting students' responses and making the interaction between teacher and

students go well. Teacher questions play an important role for the students to learn the target language. Based on the above discussion, this study was interested in analyzing the teacher questions in teaching English to the students at SMK Tunas Jaya Tanah Jawa. This study wanted to know what types of questions were used by the teacher and the functions of the questions.

### **B. The Problems of the Study**

In line with the background of the study, the problems of study were formulated as follow:

1. What types of questions does the English teacher use in the daily practices of teaching in the classroom?
2. Why does the English teacher ask questions as the way they do?

### **C. The Objectives of the Study**

The objectives of the study were:

1. To identify what types of teacher questions in teaching English.
2. To reveal the reasons why the English teacher asked the questions in the classroom.

### **D. The Scope of the Study**

The scope of this study is to investigate the types of teacher's questions that are frequently asked by English teacher asked in classroom. Further investigation is

on why teacher asks the questions. This study is located in SMK Tunas Jaya Tanah Jawa at 10<sup>th</sup> grade.

### **E. The Significance of the Study**

This research has theoretical and practical benefits.

#### 1. Theoretically

This study has benefit for teachers that expect to be an effective questioner in teaching and learning context by recognizing questions that serves various reasons and creates a different level of thinking.

#### 2. Practically

This study will benefit teachers to prepare lesson plan well. Teachers can prepare suitable questions to materials that meet the objectives of the lesson and engage students in active interactions during classroom participation.

