

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Language plays an important and indispensable role in one's life. One cannot fully understand others without knowing the language that is being used. It means that one can only interact with others or express one's feelings by using a language or by manipulating the words of the language other people know. Edward (1985:6) adds that a language as a system implies regularity and rules of order and is used for communicative purposes by a group of people who constitutes the speech or language communication. It is a common factor that when people communicate with one another they use a language and/or body language to express their feelings, ideas, opinions or suggestions. Thus, a language can be said to play a very important function in human's life.

Typically, in doing communication, speakers ask between 300-400 questions per day, however the quality and value of questions varies. Tracy (2005:34) states that 300 until 400 questions per day are said by every people to know some information. Every question demands an answer as the response. That is why questions inevitably generate communication.

Tannen (1990:35) writes that gender plays an important role in discussing aspects such as trouble talk, intimacy and emotion as a mechanism for getting thing done, accomplishing instrument tasks, conveying information, and maintaining status between female and male. Questions are expected to know the way people speak and this is an easy and useful pattern for the speakers to acquire

some information. This is in line with Deborah and Janice (2004:12) who state that the idea that female and male differ fundamentally in the way they use question to communicate is to explain who they are, what they want to know, and how to identify the topic of speaking.

In the classroom, the use of questions is aimed at creating interaction, activities, and drills in language teaching and learning. Richard (1985:93) remarks that questions are used to provide models for transformation, repetition and manipulation exercise, to test comprehension, and to maintain an acceptable ratio of student-teacher participation in the learning process. In addition, Alexander (1988:220) describes questions in the classroom are also helpful in seeking information such as a) asking opinions; b) enlisting reinforcement or support, c) trying to get a response showing acceptance, forgiveness, love, attention, d) analyzing critically, etc. However, as Donald (2003:15) observes, most students find difficult to raise questions. As consequence, they are passive in the class.

In using question, the students use different patterns of questions. Tannen (1990:14) states that when a girl told a friend (girl) about her accident in last week, she responded by asking probing questions, expressing agreement, and understanding. For example, *it is very terrible, is it?*. But when her friend a boy, he responded by requiring information. For example, *why don't you try to forget the accident?* This illustration describes that most of the boys use Wh-question in getting more information from his friends. On the other hand, most of the girls use Tag question in making interaction. These phenomena give explanation that boys

and girls have difference reason such as for the boys, using Wh-question make him more satisfy to get information because it gives complete information and accurately. While for the girls, using Tag question is very simple to make interaction.

As a social being, interaction with one another by means of a language is inevitable. Using question to make the interaction fruitful is very interesting because it can express what the speaker wants to know. People always fail to make good interaction if she or he cannot do communication well. It means that interaction can be successfully done if there is a good communication between the speaker and the listener.

To make interaction, people can use some patterns of questions. Frank (1972:88) divides questions into three patterns, namely: Yes-No Questions, Attached (Tag questions) and Wh questions. Each of patterns is formed to make communication easily for the speaker. The way in which the questioning appears to play a central role in stabling patterns of verbal communication between female and male are performed by several mode of questioning. Wilson (1993:55) states that there are three level guide of question which is adapted from Bloom's Taxonomy. They are personal engagement, structural, markedness. These questions are potential to perform 36 new questions based on speaker's attention. These questions make the students to enhance learning through communication among the students, to improve the lesson effectiveness, to assess prior knowledge, and to encourage the students to think creatively, and motivate. This



study focuses to the patterns of questions used by the male and female learners in English classroom interaction.

## **1.2 Problems of the Study**

The problems of this study are formulated as the following.

1. What patterns of questions are used in English classroom interaction?
2. Are there any differences in patterns of questions used by male and female learners?
3. What social context causes the differences?

## **1.3 Objectives of the Study**

The objectives of the study are

1. to investigate the patterns of questions used in English classroom interactions.
2. to find out differences in patterns of questions used by male and female learners?
3. to find out the social contexts causing the differences.

## **1.4 Scope of the Study**

This study is limited on the patterns of questions used in English classroom interaction. In this case, there are three level guide of question which is adapted from Bloom's Taxonomy (Wilson, 1993:55). They are personal engagement, structural, markedness. These questions are potential to perform 36 new questions based on speaker's attention.

### 1.5 Significance of the Study

A study on question is a very interesting and challenging one to be conducted because it is one of the many aspects of the language being studied. It is expected that findings of this study are useful for

1. English teachers, the study will be as the information to increase teaching-learning processes through using question,
2. students of English language in that the findings can be used as a reference to rise questions in classroom interaction and
3. the English Department, the findings can encourage and motivate the lecturers to increase their teaching through using questions to increase student's English classroom interaction.



