

CHAPTER I

INTRODUCTION

A. The Background of the Study

English as International language is used as a communication tool throughout the world. English has been spoken by millions people all over the world. English has been used in every aspect of life such as education, laws, business, tourism, etc. In Indonesia, English has been adopted as the foreign language. English has been taught in every level of education such as Elementary School, Junior High School, Senior High School, and University level.

There are four skills that must be mastered by students in studying English, namely listening, speaking, reading, and writing. Reading and listening are categorized as receptive skill which is the ability to comprehend language. Meanwhile, Speaking and writing are categorized as productive skills to produce language. The four skills are related to each other so students have to learn all skills in order to get good achievement in English. In this study, the writer will focus on reading skill, especially in teaching reading comprehension.

Reading is one of skills that must be taught in language teaching. It is important because reading is the basis of nearly all learning. Reading is not only read the text but also need comprehension to understand the text. Getting the meaning from the text is called comprehension. Reading comprehension is the ability to draw meaning from the printed page and interpret the information appropriately (Grabe and Stoller, 2002). Through reading comprehension,

students are expected to understand the information that is contained in a text, and broaden their knowledge as well.

Questions lead students to the comprehension. In teaching learning process, teacher has a right to give questions for the students in order to check how far they can comprehend the lesson. As questioning is one of most common techniques for teaching or improving reading comprehension (Turner, 1998). Gunning (1992) believes questions play a central role in comprehension instruction because they can be used to develop concepts, build background, clarify a reasoning process, and even lead the students to a higher level of thinking. In addition, Day and Park (2005) point out that well-designed questions help students interact with the text, create and construct meaning and begin to think critically and intelligently.

Teachers use questions to elicit information, to check understanding, and to control behavior (Nunan, 2004). When teacher asks question, it requires the students to answer the question even it is just a simple answer. Questioning and answering are important for student success in the classroom, and even experienced teachers do not perform well if they do not employ questions in appropriate ways (Al-Darwish, 2012). Through those questions that related on the topic, teacher should be able to know which questions will stimulate students' participation and critical thinking. Furthermore, teacher should pay attention to the types of question which are used especially in teaching reading comprehension. Teacher should know what types of the questions will be able to promote students' comprehension in reading. The research which is conducted by Sunggingwati (2013) found that teachers mainly asked questions whose answers

were typically found in the text and they imitated questions from the textbooks. Sari (2017) in her study also found that when teaching reading, the teacher mostly used factual questions which requires the students to recall facts or information. It means that the questions direct the students to elicit answers which are readily available to them.

Based on the writer's experience in Integrated Teaching Practice Program (PPLT), it had been observed that the teacher frequently asked literal questions whose answers can be found in the text. For example, "*where does the story take place?*" Questions play a central role in the processes of teaching and learning because students' learning, thinking, participation and their level of engagement depend on the kind of questions teachers formulate and use in the classroom (Wilen, 1991). However, the teacher asked questions without considering types of question that are being asked. The type of questions most teachers ask in the classroom is to demand explicit, factual information rather than student reasoning. Moreover, in teaching-learning process in reading subject, the teacher taught and explained the topic. Then the teacher asked students to read and answer questions in the textbook, and discussed it together.

Therefore, this study are primarily intended to find out the types of question used by English teacher especially in SMA Negeri 1 Muara and to describe the reason of the types of question used in teaching reading comprehension.

B. Identification of the Problems

Based on the background of the study mentioned above, the identifications of the problem in this study were:

1. Teacher used the questions of reading comprehension only from textbook. It caused teacher lack of competence and creativity to generate her own questions.
2. Teacher frequently asked literal question which answer can be found in the text. It made students were lazy to think hard because the answer were readily available for them.
3. Teacher did not use variations of question. The students found it boring to answer, and made them has less motivation to read and to think hard.

C. The Scope of the Study

The study was limited to analyze the types of questions used by English teacher during teaching learning process in reading comprehension where the types of question are proposed by Nuttal (1982, in Muliasari, 2014), they were Literal, Reorganization, Inference, Evaluation, and Personal Response Questions.

This study limited to the tenth grade of SMA Negeri 1 Muara.

D. The Problems of the Study

Based on the identifications of the problem above, the problems of study were formulated as following:

1. What types of question were used by English teacher when teaching reading comprehension in SMA Negeri 1 Muara?
2. Why were the types of question used by teacher?

E. The Objectives of the Study

In supporting of the research problem of the study, the objectives of the study were formulated as following:

1. To find out the types of question used by English teacher when teaching reading comprehension in SMA Negeri 1 Muara.
2. To describe the reason why the types of question are used by teacher.

F. The Significances of the Study

From this study, the writer expected that the result of the research could give a contribution to the language teaching and learning:

- a. For Teachers

The research may help the teacher to get much information related to their activities in the classroom to improve the quality of questions in teaching reading comprehension.

b. For Students

The writer hopes this research can be useful for the students to improve their way of language learning in classroom especially in comprehending a text.

c. For the further researchers

The writer hopes this research can be useful for other researchers as a reference in doing linguistic research which relates to types of question in teaching reading comprehension.