

CHAPTER I

INTRODUCTION

A. The Background of the Study

English as an international language is used by many people in the world and in many areas of everyday life. Almost all countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It learned started from junior high schools up to university.

In Indonesia, people use English as a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. These skills are closely related to one another. 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 very important activity in human life because we can get information, knowledge, ideas by reading. Pollard Luccy (2008) Reading is a great source of language learning: language can be acquired from reading as opposed to studied directly. It means that essential for students to practice reading, and learning to reading 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.

.In teaching learning process, questioning is one kind of teaching active procedure. It is one way to make interaction between teacher and students called as classroom interaction. According to Danu Angga (2015:279) Questioning is a basic method implemented by teacher in order to build interaction in the classroom and also to stimulate the students to perform their speaking skill in target language. The teacher has a right to give questions for the students in order to see the students' comprehension of the study.

Teacher's questioning can be used to control effectiveness of interaction in the classroom. Richard and Lockhart (1996:185) state that questioning is one of the most common techniques used by teacher and served as the principal way in which teacher's control of the classroom interaction. According Al Darwish (2012:80) Questioning and answering is important for student success in the classroom when teacher gives the appropriate ways of questioning to stimulate students' critical thinking. 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 (Wilén, 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 is primarily intended to find out the types of question used by English teacher and describe the reason of the types of question used by teacher in teaching reading comprehension.

B. The Problem of the Study

In accordance with the previous background of the study, the problems of the study are formulated as following:

1. What types of questions are used during teaching reading comprehension in SMP Negeri 1 Pagar Merbau?

2. Why are the types of questions used by teacher?

C. The Objectives of the Study

To support the research problem of the study, the objectives of the study are formulated as following:

1. To discover the types of questions that are used during teaching reading comprehension in SMP Negeri 1 Pagar Merbau.
2. To describe the reason why the questions are used by teacher.

D. The Scope of the Study

This study will be focused on analyzing the types of questions used by English teacher during teaching learning process in classroom through one meeting in reading comprehension session and categorize with the types of questions, those are Literal, Reorganization, Inference, Evaluation, and Personal Response Questions.

E. The Significance of the Study

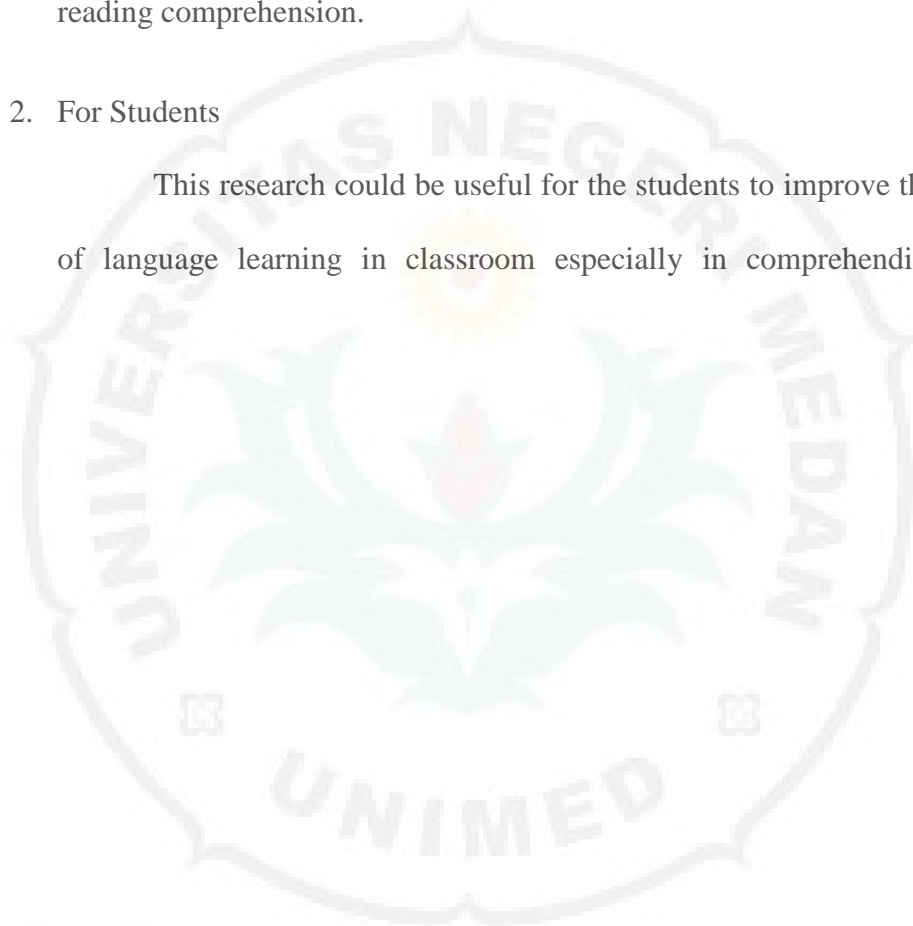
After conducting this research, it is expected that some of benefits of the research are aimed to give a contribution to the language teaching and learning:

1. 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.

2. For Students

This research could be useful for the students to improve their way of language learning in classroom especially in comprehending text.



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