

CHAPTER 1

INTRODUCTION

A. Background of Study

Teachers' question is important in the classroom for initiating teaching and learning. Asking questions is a basic strategy used by teachers to encourage students to interact in the classroom and to practice their speaking skills in the target language. It is expected of students to actively answer the questions that are asked of them when they are asked questions. Teachers can improve students' involvement, elevate students' creative thinking, check whether the students understood what they have been taught and at the end they achieve the teaching goals.

Walsh (2011) and Xuerong (2012: 1-7) said that questions are very important in language classroom because they are interactive learning tools. Asking questions in class may determine the interpersonal relationship between teachers and students and may indicate a desire to have a conversation. Questions allow teachers to determine what knowledge students already know and understand about a specific issue.

Language teaching is an interactive process between the teacher and students or between students themselves. This means that the interaction becomes one of the most crucial aspects of language learning for students. Teacher-student interaction will encourage students to become more active.

Brown (2001) stated that one of the methods to teach is to be a person who uses teacher questioning strategies to establish and sustain interaction in the learning and teaching process. In the classroom, teachers usually use teacher questioning. This is the most common method used by teachers to enhance classroom interaction and encourage students to speak up. On the other hand, the teacher was ignorant of the significance of asking those questions and encouraging students to try to answer them. Students will be bored and uninterested in class discussion.

Prasetywati (2015) found that asking questions is important in the teaching and learning of English in the classroom because it can stimulate students to learn, improve their knowledge, and improve their critical thinking. Students must find the meaning of the lesson in order to comprehend it, so they must ask questions to learn the meaning.

Vebrianto (2013) stated that in generally teachers use questions in their teaching process. As a result, questions are commonly used by teacher to construct interactions in the classroom, to encourage student responses, and to test their knowledge and understanding of the material they have learned and will be learned.

Gumbrell (1986) stated that teachers ask questions every 43 seconds. Students are expected to actively respond to questions asked by the teachers. Teachers can increase student engagement, promote creative thinking, and test whether students understand what they have learned and achieve their learning goals. To set learning goals correctly, teachers need to be able to ask questions. Teachers can use variety

type's questions in learning process. Grabowski (1996) states, quoted by Kurniawati and Fitriati (2017), disparate types of questions required various levels of cognitive processing and learning.

Cotton (1988) argues that teachers ask students questions in the classroom that have many goals. They are intended to stimulate students' interest and encourage them to participate actively in class, assess student readiness and checking homework, developing critical thinking abilities, and clarifying attitudes, review and summarize previous lessons, evaluate students' progress toward educational goals and objectives, and encourage students to learn on their own.

However, not all of the types of questions posed by the teacher achieve the purposes in eliciting responses from the students. Sometimes students couldn't understand what the teacher was asking. It might be caused by several factors, such as the teacher's instructions are conveyed at a quick rate, in the questions sentences there are some unfamiliar words, the teacher does not repeat and explains the questions clearly or probably she does not provide a sufficient wait time.

Dealing with this case where teachers' questions failed to start encouraging students to answered, a teacher should create or use a strategy to encourage students to respond to questions asked by the teacher. Ornstein (1987, p. 74), quoted from Isfara (2017), states that teachers need to know how good and effective their questioning strategies and techniques because how teachers ask questions has an impact on students' learning.

Shaunessy (2005) argues that the teacher is not only the facilitator of learning but also should necessarily instruct the students on how to develop and pose the question, encourage and support students to share the idea. She states that teachers need a questioning strategy to improve critical thinking, creative thinking, and higher-level thinking skills while achieving beneficial. Most classrooms use this strategy an aspect of their learning. In fact, there are many classrooms in which teachers rarely ask questions beyond the level they “read and repeat”. She says that divergent thinking is unconventional in most classes and is rarely seen in most classes. Teachers have been documented to ask 96% of the questions routinely in the classroom (Graesser & Person, 1994). Thompson (1989) argues that both teachers and students should engage in "mode of inquiry". This means that teachers should act as instructional guides, not dispense questions and answer. Teachers therefore have to be facilitators, which means they are not the only one in charge of the class, but able to support students in the learning process. Its effectiveness as a teacher's assistant will increase students' confidence and bring comfort to the learning process.

Many researchers had conducted about teachers' questions. The researchers conducted the study at the Junior and Senior High schools level. Some of them are:

Teachers' questions and students' responses to teacher's questions were categorized in a study by Farahian and Razaee (2012). They found that the number of coded/display questions and yes/no questions exceeded the number of open/referential questions. Although the use of these questions appears to be related

to the level of knowledge of students, the low level of knowledge and inexperience of teachers in asking these questions has been shown to play a large role. It has also been found that the reasons students do not participate or remain silent on teacher's questions may be related to ineffective questioning techniques.

Sari (2014), who conducted a study called "Teacher's Questioning Strategies I Teaching English in SMP Pangudi Luhur Salatiga" found that teachers use descriptive questions most often in teaching. In theory, using descriptive questions, teachers can explore students' thoughts. However, in teacher's classroom, she found that when the teacher asked descriptive questions, the students gave only short answers. This was somewhat disappointing as we expected students to think creatively.

Moreover, Lestary (2018) also examined teacher's questions and students' responses. The research has showed that teachers need the answers themselves, usually containing one to three sentences. However, most students in both grades had little understanding of the teacher's questions and this influenced their answers. Because of this problem, their answers/response did not meet the teachers' expectations. From the previous studies above it can be concluded that the teachers which were expected to be able to ask questions to students which intended to attract the students' interest could not determine appropriate questions which caused the students did not respond them actively in the classroom.

As an addition to the previous studies above, the researcher had some experiences in her internship at one of Junior High Schools in Medan. From the observation, the researcher found that most of students only pay attention to the teachers' explanation without interactions among them.

The teachers applied the questions above when teaching classes on animals and description of job. The purpose of the questions was simply to test students' comprehension

Based on the foregoing facts, it is safe to say that students still didn't understand the teachers' questions. As a result of the poor comprehension of English, the students did not pay attention to the teacher. Teachers frequently use questions to check for attention and involvement, as well as to measure understanding. For example, a teacher might ask, "Do you understand?" to make sure students are paying attention. However, students can say "Yes, I understand" to avoid shame. Compare this simple question to a question that asks students to summarize a discussion or to comment on what has been said. These questions allow teachers to more accurately assess whether students are actually paying attention and whether they have understood the material. Students are also more likely to offer fresh ideas when they are asked open-ended questions, allowing them to actively participate in the learning process. Therefore, teachers must pay attention to students' thinking and learning processes. Teachers may question students to explain how they reached their final

answer, including what materials they used, whether those materials offered adequate evidence, and so on.

The researcher has interviewed one of the teachers in SMP 5 Percut Sei Tuan, she found that every student feels bored, silent in the class, shy to express their opinion, and also shy to share their knowledge that they had learnt because the students said that English is one of the difficult subjects, the students have lack of vocabulary and also lazy to study English. As a result, she posed the questions to make them more engaged as part of her attempt to fix the situation. She may inspire them to be more active and daring in sharing information or views by asking the question, as well as making the English subject more engaging.

From the researcher's perspective, questions are expected to make students engaged to speak and encourage pupils to contribute to the classroom discussion because questioning produces oral connection between students and teachers. A passive class was a common issue for English teachers in the classroom. There is a possibility that the teacher did not use appropriate questions to attract the students. It had a negative effect on interaction in the learning process, such as the students were being unresponsive, avoid interaction with a teacher, and would take some times when students cannot answer the teachers' questions.

The researcher would like to do research under the title based on the above explanations. **“Teachers’ Question in English Classroom of Grade Eight in**

Junior High School.” The purpose of this study is to describe the way teachers ask the questions and to investigate how students respond to such questions.

B. The Problem of the Study

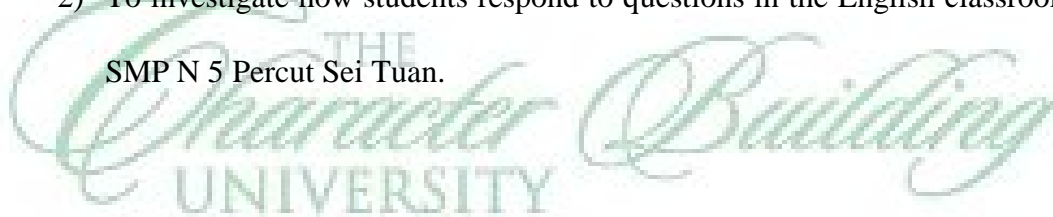
In line with the study's background, the research problems are formulated as follows:

- 1) What types of teachers' question are uttered by the teachers in the English classroom of SMP Negeri 5 Percut Sei Tuan?
- 2) How do students respond toward the questions in the English classroom of SMP Negeri 5 Percut Sei Tuan?

C. The Objectives of the Study

Concerning the problem, this analysis is intended to achieve some objectives:

- 1) To describe the types of teacher questions used by the English teachers at SMP N 5 Percut Sei Tuan.
- 2) To investigate how students respond to questions in the English classroom of SMP N 5 Percut Sei Tuan.



D. The Scope of the Study

The purpose of this study was to evaluate the types of questions that English teachers ask during the teaching and learning process and the responses of students to those questions. The aspect observed from the way teachers questioning in English classrooms.

E. The Significances of the Study

The outcomes of this research are expected to make significant contributions both theoretically and practically.

Theoretically:

Theoretically, this study can be used as a reference source for future teachers' profile research, as well as improve understanding and insight into the pattern of questioning skills.

Practically:

a. For English Teachers:

The findings of this research are intended to be useful to:

- Improve the quality of the teachers' questions in implementing the teaching-learning process in the subjects of English.
- Recognize the different types of questions that teachers ask and how they deliver the teachers to the students.

- Increase the knowledge, understanding, and experience in wider scope to support the profession as a teacher.

b. For students:

Improve students' sensitivity to the pattern of teachers' questions

Increase interest in studying English.

C. For researchers

Gain a new understanding of the patterns of asking good questions and can be a reflection of the researcher in the future as a teacher.

D. For readers

For everyone who reads this research hopefully, it can bring encouragement and information concerning the teacher questions used by the teachers.



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