

CHAPTER I

INTRODUCTION

1.1 Background of Study

In the classroom setting, questions predominantly occurred during the instructional process. The inquiry may be communicated by the teacher to the student or vice versa. Erlinda and Dewi (2014) defined a question as an utterance spoken by the speaker to elicit a response. Lynch (1991) asserts that a question is a directive or interrogative expression employed to obtain information. A question is defined as an interrogative statement employed to solicit information pertaining to a specific issue.

Furthermore, Shen (2012) asserted that in the classroom context, teachers' inquiries play a crucial role in stimulating classroom discourse. Shen (2012) asserted that evidence exists indicating that a question can engage students in the learning process, direct their attention, enhance critical thinking, and enable teachers to evaluate students' comprehension of the material presented. Furthermore, Ma (2008) asserts that questioning is a pedagogical habit that entails interaction between teachers and students. Ma (2008) asserted that the question and answer method fosters a dynamic classroom environment due to the interaction between students and the teacher. It signifies that inquiry serves as a mechanism for the educator to engage with the pupils.

Inquiry within the educational process enhances students' critical thinking abilities (Wood & Anderson, 2001). When pupils are afforded the opportunity to respond or inquire, they will have greater prospects for enhancing their knowledge

(Shomoossi, 2004). Furthermore, Rismayanti (2018) asserts the application of inquiry in.

The classroom can enhance students' curiosity and enthusiasm, encourage their competence, and motivate them to improve their English skills. Questioning provides pupils with increased opportunities for critical thinking, fostering their development as perceptive learners.

Moreover, questioning is among the most commonly employed tactics in the classroom (Inan & Fidan, 2012). The Ministerial Regulation of Education and Culture No. 22 of 2016 regarding the standards for essential and intermediate educational processes stipulates that, during the pre-activity phase of the teaching-learning process, the teacher must pose questions concerning prior knowledge relevant to the material to be studied. Consequently, educators must be familiar with questioning tactics to formulate effective inquiries and foster interaction with pupils.

An argumentative is one in which you support your position with evidence and express agreement or disagreement with a subject. According to Barbee (2015), an argumentative text is a written opinion in which the author provides evidence to support their claims. When writing an argumentative work, the writer must adopt a stance, convince the reader that their viewpoint is sound, and possibly even persuade them to take action. According to Alwasilah (2005), referenced in Indriani (2019), the author of an argumentative text employs a variety of rhetorical techniques to persuade the readers that the assertion is true or false.

An argumentative text can also be used to describe a claim by demonstrating whether it is true or not. It might also be defined as an essay demonstrating the veracity or falsity of a claim. When creating an argumentative piece, it is important to keep in mind that its goal is to directly persuade the reader. In conclusion, an argumentative text has been described as a pertinent, coherent, and well-supported point of view. The study's goal is to find out more about how well college students can produce argumentative writing.

Articulating an opinion is undoubtedly connected to an individual's cognitive capabilities. This is closely associated with preliminary inquiries. Brown (2001:42) defines a pre-question as inquiries presented before to students listening to the entire text, aimed at enhancing their interest, motivation, and cognitive engagement. Activating the schemata is highly beneficial, enabling pupils to anticipate the content of the hearing text. Schemata are cognitive frameworks or mental constructs that facilitate the organization and interpretation of information. These frameworks are constructed via experience and learning, shaping our perception, memory, and comprehension of the surrounding world.

According to Snow (2002), reading comprehension is the process of creating and deriving meaning through engagement and interaction with written language. Veeravagu et al. (2010) contend that Reading Comprehension constitutes a cognitive process wherein the reader engages in the assimilation of facts, information, or concepts, discerning the author's intended meaning, and correlating and adapting the reading to existing knowledge to fulfill learning objectives. Heilman et al. (1986) define Reading Comprehension as a cognitive

process that involves understanding written materials through prior knowledge, linguistic interpretation, structural meaning, and the intent behind the discourse.

1.2 Problem of Study

Based on the background of the study that has been written by the researcher above, the researcher made several problems of study that will be examined in this study.

- a. What questions are raised in pre, during and after reading the argumentative text by the teacher?
- b. How do he questioning what he question?
- c. Why do he do the question the way he do?

1.3 Objectives of Study

Based on the questions that arise from the above problems, the author makes the objective of study in this study.

1. To describe the ways they ask pre, during and after question in the teaching argumentative text.
2. To find out the types of questions teachers use in teaching argumentative text by the teacher.
3. To find the reasons underlying pre, during and after questions in teaching argumentative text by the teacher.

1.4 Scope of Study

The analysis of the questions is limited to reading comprehension of argumentative text.

1.5 Significance of the Study

Theoretically, this research is expected to be useful for teachers to be a guideline in teaching pre, during and after question in teaching argumentative texts. This can also be a motivation for teachers to be more creative in teaching argumentative texts so that teaching and learning activities are expected to be more effective.

