

CHAPTER I

INTRODUCTION

This chapter was divided into six sections. Those sections are the background of the study, identification of the problem, limitation of the study, research question, purposes of study, and significance of the study.

1.1 Background of the Study

UU on Teacher and Lecturers No 14/2015 states that teachers are professional educators whose primary responsibility is to educate, train, teach, assess, and evaluate students in early childhood, basic, and secondary education. Teachers, as professional educators, are at the forefront of educational success. According to Qulub (2019), the teacher is the most decisive component and is crucial for teaching and learning. Because the teachers have to be face-to-face in the teaching-learning process with the students, it is the teacher's power to create a fun learning environment for students during the learning process in the classroom.

According to Pujasari & Nurdn (2016), Teachers as part of the educational staff have a very important position in achieving educational goals in schools. The success of students' learning is part of the impact of having adequate teacher competence in the teaching-learning process. Teachers are expected to execute educational learning and be able to communicate with students. Building a classroom atmosphere by involving students is fundamental to learning. Learning does not run effectively without interaction between teachers and students in the learning process in the class. One strategy that can make teacher and student interaction intertwined through questions. Tofade, Elsner, & Haines

(2013), state that questions used by the teacher in the teaching-learning process in the classroom can positively impact stimulating students' critical thinking. Questions that the teacher gives students also positively impact their critical thinking skills, where each student can express ideas or opinions according to their abilities and build interaction. Questions can be submitted from teacher to students or from students to teachers.

Learning during the covid-19 pandemic was carried out online, there were no face-to-face learning activities. Schools are closed to stop the spread of covid-19. Online learning is felt to be very ineffective, students' enthusiasm for learning decreases, students neglect their assignments and students tend not to take part in online learning activities. Because learning uses an online system. Many obstacles are encountered in the learning process, including; no internet connection; teachers have difficulty ascertaining whether students take the learning process seriously or not because there is no direct interaction with students; it's challenging for students to comprehend the material presented due to various factors, one of which is an unstable internet connection so that when the teacher explains the material students cannot hear clearly, and when asked questions students cannot answer, there is rarely a question and answer process; no group discussion activities. During the covid-19 pandemic, teachers could only give assignments and summaries to keep the learning process going. This can have an impact on student's progress in the classroom learning process.

In the post covid-19 era, the education sector is gradually returning to normal. Learning activities were again carried out face-to-face. The learning process has recovered one hundred percent. Face-to-face learning allows the teacher to interact directly with students, the teacher's provision of material will be understood by students because there

are no internet constraints, students can better understand the material presented so that they can answer the questions given, and the teacher can provide personal guidance in special classes for students who experience delays in understanding the material. The physical condition of students can also be observed directly. All student activities can be controlled in face-to-face learning situations. The teacher can discover the following characteristics of students during face-to-face learning: are students engaged in asking questions, are students eager to answer inquiries, are students able to respond to their friends' replies, and do students have the bravery to reject their friends' responses? In face-to-face learning, teacher interaction and communication with students are getting more intense. The frequency with which teachers communicate by asking questions is growing. The teacher can ask more questions to students and determine their level of learning achievement. As a result, asking questions is critical in the classroom learning process.

Questions are a motivator for students to think and learn so that it is easier for them to master the material or concepts given and their thinking skills become more developed. Mastery of questioning skills is very important to understand and implement in the learning process. Before or after instructing, teachers must know their student's abilities and how much they understand the material delivered by asking students questions. As a result, interaction between the teacher and students in the classroom is required. Followed by the student's response. Mastery of important questioning skills mastered the teacher wants to get students thinking about how to solve a problem, generate interest, and look into and evaluate student mastery of the subject matter.

The questions asked by the teacher usually occur during pre-activity, whilst activities, and post-activities. These questions are also sometimes only asked at the level

of simple questions, such as questions that are reminiscent of events or facts. Usually, questions that remember facts that happened only require a “yes” or “no” answer. Whereas a good question does not just get a yes or no answer, but an answer that requires deeper understanding. In the learning process, there are standard questions that must be given to students so that they focus on the material to be delivered.

According to Astrid, Dwi Amrina, Desvitasari, Fitriani, & Shahab (2019), Questions are expressions in the form of interrogative sentences that increase students' interest in the material to be studied and provide knowledge for students. According to Erlinda & Dewi (2014), a question is any utterance made to obtain information about a specific subject. Therefore, the question is an interrogative statement used to elicit information and knowledge. In the classroom, according to Shen & Yodkhumlue (2012), teacher question takes a very crucial function in stimulating classroom discussion. It is also stated that teacher questions can encourage pupils to participate in the classroom learning process, focus on their attention, and help students acquire and develop their critical thinking skills. The teaching and learning process in the classroom takes place actively through the question-and-answer process because there is interaction between students and teachers. Thus, questions can be used to guide teachers to interact with students in the learning process.

Students' critical thinking skills can be developed by asking the students questions. In this case, the role of questions can help students engage with the subject. Richards & Lockhart (1995), classifies Procedural questions, convergent questions, and divergent questions are the three sorts of questions. Procedural questions are about the procedures in the classroom, the teacher asked questions that are tied to students' classroom activities to

provide students with directions to perform something in class. Convergent questions are questions that aim to get a short answer, such as “yes” or “no” or a short statement, Students are not required to engage in higher-order thinking to answer questions posed by the teacher but instead focus on remembering information. The opposite of convergent questions is divergent questions, which require a variety of student responses (not just brief ones) and involve students engaging in higher-order thinking. Those were types of questions that can be used by English teachers.

Besides, according to Padmadewi, Artini, & Eka Agustini (2017), there are eight functions of asking questions during the teaching-learning process; To arouse students' interest and curiosity about a subject; Focusing students' attention on a subject of the study; Identifying difficulties that prevent students from learning; Developing the activeness of students; Provide opportunities for students to understand information; To encourage students to state information; To check and measure student achievement; To know students achievement in the learning process. As a result, teachers' questions influence students' participation in the learning process.

According to the explanation above, asking questions is an important thing that must be done by the teacher in the teaching and learning process. Teachers must ask questions to their students during the learning process in class, these questions can be addressed to certain students or all students in the class. Questioning is an essential aspect of the teaching and learning process and learning process since it improves students' critical thinking skills, checks their understanding, and makes them actively participate in the teaching-learning process. Students are expected to be active in responding to questions posed by the English teacher because each question posed to students requires an answer

or response from them. Therefore, during classroom learning, asking questions helps students think critically and participate more actively in answering the questions offered.

Unfortunately, there are obstacles when the teacher asks the students questions during the learning process because students have difficulty understanding English and lack vocabulary. This makes students still confused with the questions given by the teacher, so students become passive in answering the questions given. Teachers can also face difficulties because questions must be appropriate to the level of knowledge of students and also questions must be related to learning objectives. The teacher must also examine the types of questions that are asked to students during the teaching and learning process in class, as these questions can influence students' opportunities to use the target language. Therefore, the teacher must choose a sentence that is easy to understand to make a question.

According to the explanation above, some researchers have conducted research on teacher questions such as Sujariati, Rahman, & Mahmud (2016), which examined the teacher's Strategies for questioning in the EFL classroom at SMAN 1 Bontomarannu. In this study, the finding demonstrated that the teacher used open/closed questions, with display questions dominating, depending on the material transferred to the students by the teacher. Several times the teacher also used recall, and referential questions, to get closer to students, try repeating questions, highlighting questions, translating questions into Indonesian, or mixing questions, and rewarding students. Besides, there was also a study about Teacher Questions in Reading Activities. The result demonstrated that the teacher asks students a variety of questions during reading classes; convergent questions are the questions that are most often used and display questions. This study also shows that to

encourage students' critical thinking and focus on the text they are reading that is the reason why teachers ask them questions.

Based on the pre-observation, SMP Negeri 2 Seririt is located in Seririt District, Buleleng Regency. The researcher found that the English teacher used questions during the teaching and learning process in class to help them know what students comprehended about the material provided, and the class atmosphere becomes active, some students attempt to respond to the questions posed, but sometimes they have to raise their hands faster so that the teacher chooses to answer the questions given. According to the description that has been provided, teacher questions and asking strategies in learning can influence students' thinking and can boost student engagement in learning. Because there has been no research that analyzes teachers' questions and the function of the questions at SMP Negeri 2 Seririt, this research is interested in analyzing teachers' questions used by the English teacher in the teaching-learning process in post covid-19 era and the function of teacher questions in the teaching-learning process in post covid-19 era at SMP Negeri 2 Seririt

1.2 Identification of the Problems

During the teaching and learning process, it is usual to ask questions. It motivates students to participate in the learning process in class by involving them in it, trains students in answering questions, evaluates students' comprehension of the topic, and improves students' critical thinking skills. However, the facts show that many students are still passive and some students did not respond to the teacher's questions during the learning process. Then, when it comes to questions that are difficult for them to understand, they are unmotivated.

Questions submitted by the teacher to direct students to learning material and also to know student understanding. The teacher must also choose the types of questions to be given and the functions of the questions used in the teaching and learning process. Therefore, it is necessary to observe the type of teacher's question that effectively engages students participating in the teaching and learning process and the function of the questions.

1.3 Limitations of the Study

Asking questions is an important activity that the teacher employed in the process of teaching and learning. By asking questions the teacher knows students understanding of the lesson. This research sought to identify the different types of questions based on Richards & Lockhart's (1995) theory of the English teacher's use and the function of questions in the teaching-learning process. The subject of this study was the English teacher at SMP Negeri 2 Seririt. The object of this study is the teacher questions and the functions of questions.

1.4 Research Question

Two research statements can be developed based on the background, identification of problems, and limitations of the investigation, which can be formulated as follow:

1. What types of questions were asked by the English teacher during the teaching-learning process in Post Covid-19 Era at SMP Negeri 2 Seririt?
2. What are the functions of questions used by the English teacher in Post Covid-19 Era at SMP Negeri 2 Seririt?

1.5 Purposes of the Study

Based on the research stated above, two objectives can be taken in this study, namely as follows:

1. To find out the types of questions asked by the English teachers during the teaching-learning process in Post Covid-19 Era at SMP Negeri 2 Seririt.
2. To find out the functions of questions used by the English teacher in Post Covid-19 Era at SMP Negeri 2 Seririt

1.6 Significances of the Study

The outcomes of this study are intended to contribute to the teaching-learning process as a result of its conduct. There are two major significances in this study, there is theoretical significance as well as practical significance:

1. Theoretical significance

This study is predicted to be beneficial and contribute additional knowledge, and information, specifically, the types of questions used by English teachers during the teaching and learning process in post covid-19 era and the functions of questions.

2. Practical significance

a) The students

Especially for seventh-grade students at SMP Negeri 2 Seririt, with this research, it is hoped that students can be more active in answering questions given by the teacher. Hopefully, this research assist students in developing critical thinking skills and improving

their interactions in the classroom during the teaching and learning process.

b) The teachers

Hopefully, this study assists teachers in understanding the many types of questions and strategies and the functions of questions, they can ask students effective types of questions during the process of teaching and learning process and can help to expand the teacher's knowledge about asking questions in the teaching and learning process.

c) The other researcher

Hopefully, this study may also be able to provide some assistance to other researchers that wish to pursue a similar theme or issue to that of this study

