

CHAPTER I

INTRODUCTION

This chapter consists of six sub-topics namely the background of the study, the identification of the research, the limitation of the study, the research questions, the purposes of the study, and the significance of the study.

1.1 Background of Study

Questioning is an activity that is frequently performed by teacher in the classroom that is about thirty-five, up to fifty percent of the teacher-teaching time (Cotton, 2001). According to Jansem (as quoted in Meng, Zhao, and Chattouphonexay, 2012), the teacher asks questions before, during, and after the instruction, which means that the teacher employ questions in the three phases of teaching, namely before the teaching, during the teaching, and after the teaching.

The class settings, questions can be defined as instructional cues or stimuli that help the teacher to convey the content of the lesson that needs to be learned and direction about what students should do and how students do it (Cotton. 2001). Teachers in the teaching and learning process ask questions for several purposes such as to obtain information, to get control of the students, to examine students' understanding of the topics being discussed, and to manage classroom routines (Yang, 2010).

Teachers ask questions for several reasons. The first, the act of asking questions helps teachers keep students actively involved in lessons. The second, while answering questions, students have the opportunity to openly express their ideas and thoughts. The third, questioning students enables other students to hear

different explanations of the material by their peers. The fourth, asking questions helps teachers to pace their lessons and moderate student behavior. The fifth, questioning students helps teachers to evaluate student learning and revise their lessons as necessary (Brualdi, 1998).

The 2013 curriculum emphasizes student-centered learning where the teacher's role is as a facilitator and motivator, where communicative competence is one of the competences that need to be achieved (Vusparatih, 2014). She also adds that the syllabus used states that students are expected to achieve communicative competencies (Junior High School / Madrasah Tsanawiyah (Middle School/ MTs) Subject Syllabus Models). Asking good questions fosters interaction between the teacher and his/her students. Rosenshine (1971) found that large amounts of student-teacher interaction promote student achievement. Thus one can surmise that good questions foster student understanding. However, it is important to know that not all questions achieve this. Teachers spend most of their time asking low-level cognitive questions (Wilen, 1991).

The teacher's role here is to guide students by asking questions and students are trained to ask questions through teacher questions until they can ask their own questions (Sindu, 2015). In student-centered learning, the teacher becomes a facilitator and is able to circle the room. They are guiding and relishing in the important discussions spurred by the students themselves. Based on 2013 curriculum any English instruction should be conducted under the scientific approach through five major activities. Curriculum 2013 uses a scientific approach which consists of observing, questioning, exploring, associating, and communicating.

Widiastini (2015) states that the scientific approach trains students to be able to think using high order thinking skill. The scientific approach aims to improve students' critical thinking capacity. In among the five stages of learning with a scientific approach, asking questions is closely related to critical thinking (Gazella, 2016).

Learning will be more meaningful if students not only can remember and understand a concept, but also analyze, evaluate, and create a concept well. The things this kind of learning, concept that has been understood can be embedded in the memories of student in a long time, so for students it is very important to have high-level thinking skills (Laily, 2013). Seeing the importance of having high-leveled thinking skills for students, it is the English teacher's job to measure whether students have mastered these high-level thinking skills. One way for teachers to measure this is by asking questions. High-level-cognitive questions can be defined as questions that require students to use higher order thinking or reasoning skills. By using these skills, students do not remember only factual knowledge. Instead, they use their knowledge to solve, to analyze, and to evaluate. It is believed that this type of questions reveal the most about whether or not a student has truly grasped a concept (Arslan, 2006).

The process of the teaching and learning giving question is a form of *Scaffolding*. The concept of scaffolding is closely related to the ZPD and was developed by other theorists. Scaffolding is a process through which a teacher or more competent peer gives aid to the student in her/his ZPD as necessary, and tapers off this aid as it becomes unnecessary, much as a scaffold is removed from a

building during construction. *"Scaffolding refers to the way the adult guides the child's learning via focused questions and positive interactions"* (Balaban, 1995).

In addition, there are several types of questions raised by several experts. In terms of objectives, there are procedural, divergent and convergent questions (Richards & Lockhart as quoted in Hamilogoglu & Temiz, 2012). According to the type of response, there are open and closed questions (Rohmah as quoted in Erlinda & Dewi, 2014). In terms of the nature of the interaction, there are display and referential questions (Kao & Weng, 2012).

The types of the questions used by the teacher are important since they determines the range opportunity of the students to use the target language which is through answering the questions (Erlinda & Dewi, 2014). Moreover, Erlinda and Dewi (2014) also add the types of questions used by teacher determine the length of the students' responses. Yang (2010) found that asking open and referential questions have positive correlation which means those types of questions can elicit long responses. Meanwhile, he also found that closed and display questions have negative correlation which means those types of questions elicit short responses.

Cotton (2001) and Padmadewi (2017) state that there are several objectives of teacher questions during the teaching and learning process. Some of the points of the questions by the two experts are simplified based on their similarities, there are to develop students' interests and curiosity, to get student attention, to evaluate student preparation and check homework, to develop students' critical thinking, to review and summarize previous lessons or subtopics, to assess student achievement, to stimulate students to pursue their own knowledge, gives students time to understand the material, to stimulate students to state information, to check student

knowledge, diagnose student difficulties in the learning process, and to motivate and attract student activity.

The teachers can face difficulty because the questions should be suitable for the students' level of knowledge and also the questions should relate to the purpose of the lesson. The teacher also should consider the types of questions that are used in the teaching and learning process because it can determine the opportunity of the students to use the target language. Questions are often used to stimulate the recall of prior knowledge, promote comprehension, and build critical-thinking skills, Teachers most often ask lower-order, convergent questions that rely on students' factual recall of prior knowledge rather than asking higher-order, divergent questions that promote deep thinking, requiring students to analyze and evaluate concepts (Tofade, 2013)

From the explanation above, it can be concluded that asking questions during the learning process to get student responses is very important. Some researchers have conducted research on questions such as, Yang (2010) investigating the types of questions used by three NNS pre-service English teachers. Then in, Meng (2012) investigated types of questions, functions of questions, and strategies to address unanswered questions. Ramawati (2018) investigates the types of questions used by the teacher, the teacher's goals in asking questions, and the strategies used to address questions that are not addressed. Vebriyanto (2013) investigates the types of questions, the purpose of questions and student responses in responding to questions. In addition, Akmaludin (2009) conducted research on the types of questions, modification techniques used by the teacher when questions

were not understood, students' responses in response to teacher questions and how the teacher's questions facilitated learning.

Since there was no study which investigated the teacher's questions and students' responses at SMP Negeri 4 Singaraja, then this study is interested in investigating the question by the English teacher and the students' responses to the questions in the English lesson at SMP Negeri 4 Singaraja. Beside for the more the student question and the teacher and below student answer will also investigate the question and their perspective answer. So that researchers are interested in conducting research entitled **"An analysis of teacher questions and student responses in the English teaching-learning process"**

1.2 Identification of the Problem

In the teaching and learning process in schools, teachers may be able to get difficulties when asking questions to students because the types of questions and objectives of the question must be understood and in accordance with the abilities and knowledge of students in order to respond to questions and also must be in accordance with learning objectives in school. Questions are delivered to direct students to learning material and also to examine students' understanding. The teacher must also choose the type of question and purpose of the questions used in the teaching and learning process because it can determine the opportunity for students to use the target language. The teacher must also be prepared to handle situations where students can answer or cannot answer questions. Questions are often used to stimulate the recall of prior knowledge comprehension, questions are often used to stimulate the withdrawal of prior knowledge, which in taxonomy

bloom's includes C1 namely remembering, and build critical-thinking skills, Teachers most often ask lower-order, convergent questions that rely on students' factual recall of prior knowledge rather than asking higher-order, divergent questions that promote deep thinking, requiring students to analyze and evaluate concepts. Based on the 2013 curriculum related to the steps of the question, the teacher also needs to guide students to be able to ask questions, questions about the results of observations of concrete objects to the abstraction regarding facts, concepts, procedures, or other things that are more abstract. Questions that are factual to questions that are hypothetical. From situations where students are trained using questions from the teacher, teachers still need help to ask questions to the level where students are able to ask questions independently. The second activity generated a number of questions. Through the activities of asking questions developed a curiosity of students. The more trained in questioning, the more curiosity can be developed. These questions form the basis for seeking more and varied information from sources determined by the teacher to those determined by students, from a single source to a variety of sources. In this study, it was not known about the types of questions used by an English teacher from seventh-grade students, the purpose of asking such questions, and the students' responses to teacher questions.

1.3 Limitation of the Study

The limitation of this study is to investigate the types of questions used by English teachers during the teaching and learning process, the purpose of the teacher in using such questions, and student responses in response to teacher questions. The subject of this study was an English teacher at SMPN 4 Singaraja.

The object of this study is the teacher's questions and students responses in the learning process of English.

1.4 Research Questions

Based on the research background, the research questions from this study can be formulated as follows.

1. What types of questions are used by the English teacher during the English teaching and learning process at SMP Negeri 4 Singaraja?
2. What is the frequency of each question type used by the teacher?
3. What are the teacher's purposes in asking the questions?
4. What are the responses of students to the English teacher's questions during the teaching and learning process at SMP Negeri 4 Singaraja?

1.5 Purposes of the Study

Based on the research questions, the objectives of this study are as follows.

1. To analyze types of questions are used by the English teacher during the English teaching and learning process at SMP Negeri 4 Singaraja
2. To analyze the frequency of each question type used by the teacher.
3. To analyze the teacher's purposes in asking the questions.
4. To analyze the responses of students to the English teacher's questions during the teaching and learning process at SMP Negeri 4 Singaraja.

1.6 The Significanc of the Study

This study aims to investigate the types of questions used by the teacher during the teaching and learning process, the teacher's purpose in using these questions, and how students respond to the teacher's questions during the teaching and learning process. Hopefully the results of this study can provide benefits both theoretically and practically.

1.6.1 Theoretical Significance

The results of this study can enrich knowledge and information for Micro Teaching and Classroom Management, especially about the types of questions and purpose of questions that can be used during the teaching and learning process so that the learning process runs well and knows how students respond to teacher questions during the teaching and learning process.

1.6.2 Practical Significance

The results of this study can provide practical benefits for English teachers at SMPN 4 Singaraja, UNDIKSHA English Education teacher candidates, students, and other researchers.

a) For English Teachers in SMPN 4 Singaraja

Hopefully this research can provide new information for English teachers at SMPN 4 Singaraja and they can apply effective types of questions to be used in student teaching and learning. Hopefully the results of this study can also enrich teacher knowledge and information about how students respond to teacher questions during the learning process.

b) For Teacher Candidates or Prospective Teachers of English Language Education of UNDIKSHA

Hopefully this research can enrich knowledge, information and understanding of the types of questions that can be used in the teaching and learning process. In this case, they can get knowledge and information about the types of questions especially for students who take Micro Classroom Management classes and also who will do teaching labs or Real PPLs. They can find out which types of questions are effective in knowing students' responses in response to teacher questions during the teaching and learning process.

c) For Students

This study can also provide significance for students, especially seventh grade students in junior high school. From the results of the research, hopefully the students can be more courageous and active in answering questions from the teacher, because the teacher's questions are actually used to get them to achieve the lesson objectives.

d) For other researchers

Finally, this study can contribute to empirical findings, as a reference for other researchers who investigate similar research, and provide information about the subject and potential object of research for further research.