

CHAPTER I

INTRODUCTION

1.1 Research Background

In the teaching-learning process, there is an activity which is called asking or giving questions. The question can be delivered from the teacher to the students or the students to the teacher. Cotton (1988) states question is a type of sentence that has an interrogative form or function. According to Aizikovitsh-Udi & Star (2011) question is an inquiry expression used to ask for a response. Therefore, the question is an interrogative sentence used as an inquiry expression to get any information.

In the classroom context, teachers question an essential role to stimulate classroom talk (Shen, 2012). It is also stated that questions can motivate students to be involved during the classroom, focus their intention, increase their critical thinking, and check their understanding of the material. Besides, Ma (2008) states questioning is one of the teaching behavior that involves teachers' and students' interaction. Ma also stated that the class environment would be active through the question and answer process because there is an interaction between the students and the teacher. Thus, questioning is a tool to guide the teacher to make interactions with the students.

Questioning in the learning process is a good thing to enhance students' critical thinking (Wood & Anerson, 2001). When the students are allowed to answer or ask questions, they will be given more chances to increase their comprehension (Shomoossi, 2004). Besides, Rismayanti (2018) States questioning applied in the classroom can increase students' curiosity and interest, stimulate their proficiency,

and motivate them to learn English better. It can be said that through questioning, the students will be given more chances to think critically and will become sensitive learners.

According to Inan & Fidan (2012), teachers' questions mostly occurred during the teaching-learning process. It is supported by Ministerial regulation of education and culture No.22, the year, 2016 about the standard of necessary and medium education process states that in the pre-activity of the teaching-learning, the teacher should convey some questions about the previous knowledge which relate to the material to be studied. Thus, the questioning strategies need to be known by the teacher to be able to convey the good question to the students as well as build interaction with the students

Talking about questioning strategies, some previous studies researched on teachers' questions. The first study was conducted by Astrid, Amrina, Desvitasari, Fitriani, & Shahab (2019). Astrid, et all (2019) did an examined on the teacher's questioning strategies in the English foreign language classrooms. In this study, the findings showed the teachers used three types of teachers' questioning strategies convergent, divergent, and procedural. However, the teachers mostly used convergent questions, such as yes or no, or short answers questions. Besides, there were also a study about questioning strategies of master teachers in Indonesian vocational English classrooms from Rido (2017). The result showed that the teacher used three types of teacher's questioning strategies. Those: close display, open-referential, and follow-up questions. They also nominated specific students to answer questions, asked questions to the entire class and repeated questions when there were no responses. Thus, teachers' questions containing information about

students' understanding can also be considered tools to increase students' interaction.

Concerning questioning strategies, Moss (2016) classifies questioning strategies into four types: agree-build challenge, cold call, wait, and no calling out. The Agree-build challenge is the strategy that deepens students' knowledge. The students are asked to either agree and justify their choice or disagree with other students' responses and give a reason why. The cold call is the strategy in which the teacher will call specific students to answer the question. The wait is the strategy where the teacher gives thinking time to the students. No calling out is when the teacher does not call the student after the question has already been conveyed.

Furthermore, Wangru (2016) also classifies questioning strategies into four types: prompting, probing, repeating, and redirecting. Prompting is a strategy when the students cannot response teachers' question. In this case, the teacher has to provide prompts or giving clues to help the students. Probing is the strategy that the teacher used to control the questioning, which involves a series of questions addressed to the students to elicit a complete answer. Repeating is a strategy where the teacher repeat the question until there is a student answer the question. . Redirecting is the strategy that directs the same question to several students to extend the students' ideas. All of these strategies can be used to convey practical problems to the students. Therefore, effective questioning strategies guide the teacher to get students' responses.

Regarding the questioning strategies, Richards & Lockhart (1996) classifies questions into three types: procedural, convergent, and divergent. The procedural

question refers to the classroom procedures or setting in which the students have nothing to do with the lesson's content. A convergent question is the question that is the same as a close-ended question where the questions mostly required a short answer or yes/no. In this case, the students have not occupied higher-order thinking. Then, the divergent question is the question that generated the students' answer by analyzing, synthesizing, or evaluating using their knowledge. It is also the same with open-ended questions, which can have more than one answer. Those were the types of questions that can be used by the teacher.

Besides, Padmadewi, Artini, & Agustini (2017) stated that questioning has eight essential functions in the teaching-learning process are: (1) to develop students' interest and students' curiosity towards the topic of the lesson, (2) to get students' attention toward the issue of the study, (3) to diagnose students' difficulty, (4) to attract students' activeness, (5) to give students thinking time to understand the material, (6) to stimulate students in conveying information, (7) to check students' knowledge, and (8) to measure students achievement in the learning process. Additionally, Cotton (1988) also states questioning has seven essential functions, namely: (1) to develop students' interest and motivate students to become actively involved in lessons, (2) to check students' preparation and check students' assignment (3) to develop students' critical thinking skills, (4) to review and summarize previous lessons, (5) to nurture insights by exposing new relationships, (6) to assess students' achievement, and (7) to stimulate students to pursue knowledge on their own. Therefore, teachers' questions have several positive effects on the students' participation during the learning process.

In line with the explanation above, it can be said that question is an important part in the teaching-learning process, because it can promote students' critical thinking skills, check students' understanding toward the material, and enhance the students' participation in the learning process. Moreover, Lai (2011) explained that critical thinking includes analyzing, judging or evaluating, and solving problems or making decisions. Therefore, teachers' questioning plays an important in helping the students to increase their think critically and enhance their participation.

Unfortunately, there were still some obstacles that occurred in questioning during the teaching-learning process. There may appear particular cases in which students cannot respond to the question appropriately. Pratama (2019) mentions that teachers are challenging to choose a word and sentence to make a question that makes students interested in the material. It is also stated that the students' problem is they have lacked adequate vocabulary knowledge. It makes it the students difficult to understand the question and catch the aim of the question. Thus, the students do not become active and become passive in asking or answering questions.

About the studies, based on the preliminary observation at SMP Negeri 5 Singaraja, it was found that the English teachers used strategies in asking or answering the question. The strategy used by the teachers were an agree-build challenge, cold call, wait, and no calling out, prompting, probing, repeating, and redirecting strategies. The teachers also used types of question in asking questions: procedural, convergent, and divergent questions. It was interesting to find out teachers questioning strategies and types of questions that English teachers use in the teaching process

1.2 Research Identification

In the classroom context, questioning commonly happened in the teaching-learning process. It involves students' participation, making students active during the learning process, training the students in asking or answering the questions, checking students' understanding of the material, and increasing students' critical thinking. However, the fact shows that many students were still passive and do not respond to teachers' questions. Then, they did not motivate when they are in the questioning in which they difficult to understand. Zhang (2018) stated that questioning could be used as a classroom interaction for teachers and students to communicate. Concerning this, Hamiloğlu & Temiz (2012) showed evidence regarding teachers' questions on students' achievement depending on their knowledge about good questioning. Therefore, to know the effectiveness of teachers' questions, it is needed to see the teacher's questioning strategies and types of questions that effectively make the students involved in the teaching-learning process.

1.3 Research Limitation

The limitation of this study was focused on finding out the types of teacher's questioning strategies and the types of question used by the English teachers in the teaching-learning process, which was analyzed by using the theories from Richards and Lokhart (1996), Moss (2016), and Wangru (2016).

1.4 Research Questions

Based on the background, the questions of this study can be stated as follows:

1. What questioning strategies does the English teachers use during the

teaching-learning process?

2. What types of questions does the English teachers use in the teaching-learning process?

1.5 Research objectives

Based on the research questions, the objectives of the study can be states as follows:

1. To find out the types of teacher's questioning strategies
2. To find out the types of questions that are used by the English teachers.

1.6 Research significance

The significance that was expected from this study divided into two: theoretical and practical.

1. Theoretical significance

Theoretically, this study's results were expected to be useful and contribute additional knowledge and information, especially in the teacher's questioning strategies and types of questions used in the classroom.

2. Practical significance

Practically, this study's result could be divided into three parts: teacher, student, and other researchers.

- a. For the teacher

It expanded the teachers' knowledge about questioning in the teaching-learning process. Besides, this also helps the teachers know the types of questioning strategies and types of questions to conduct the right question.

b. For the students

It is expected that it would help the students to develop their critical thinking and increase the interaction during the teaching-learning process. The students can possess it through questions delivered by the teacher during the teaching-learning process.

c. For other researchers

This research can be the reference for other resources to conduct a similar study about questioning strategies.

