

CHAPTER I

INTRODUCTION

This chapter presents the introduction related to the study. They are background of the research, the research problem, focus of the research, objective of the research, significance of the research, assumptions of the research, scope and limitation and operational definition.

1.1 Background of the Research

In Indonesia, English is included in the curriculum as a compulsory subject and requires all students to learn it. In learning English there are several skills that need to be developed such as speaking, writing, listening and reading. Improving English skill of students needs the role of teacher. Teacher has vital roles in teaching and learning process. Without the teacher, teaching and learning processes will not run well because the teacher provides knowledge and gives direction about what students do in the classroom. According to Brown (2001) and Harmer (2007), teacher can be as a controller, director, and facilitator (as cited in Haliani, 2013, p. 1).

As a controller, teacher will determine when they should speak and what language form they should use. As a director of classroom, teacher is responsible to increase student's motivation in order to make students can follow the lesson well and actively. Also, as a facilitator, teacher will assist students in making the learning process easier and more comfortable.

In teaching and learning process, teacher needs interaction in the classroom. Such interaction between teacher and students an important point of successful in teaching and learning process. Interaction in the classroom was an activity that provided opportunities for the teacher and students talking each other. The teacher needed to be able to manage their talk and student talk, what kinds of talk that can be used to build balanced interaction and to make the classroom more active between the teacher and the students. Having good interaction in a classroom would help both teacher and students to create a collaborative exchange of thought, feeling or ideas that build reciprocal effect on each other in classroom interaction.

In the classroom, it was important for the teacher to give some questions to the students. There were several questions that could make students more interested in teacher's explanation and answers his or her questions. It could make students more responsive during the teaching and learning process. There were some opinions about question according to experts. Through questions, teachers can engage students actively in the lesson (Donald and Faul,1989). So, the teachers question will stimulate students to talk while answering the question. For the individual of the students, questions can be used to build confidence to speak in English.

In giving questions to the students, the teacher must know what kind of questions are used in the classroom. According to Cullen (2011) in his book "Teacher Talk and the Classroom Context", while the question of how much teachers that is still important, more emphasis is given to hope effectively they are able to facilitate learning and promote communicative interaction in their classroom. The question strategy also needs to be considered. Questioning strategies are the ways which are

used by teacher to know the ability of the students and how far the students understand the material which has been taught. According to Shaunessy (2005), questioning strategies are essential to the growth of critical thinking skills, creative thinking ability, and higher level thinking skills.

The teacher should apply questioning strategies for increasing students ability in classroom. It is supported by Blosser (2000), he stated that if students want to become better problem solvers, they need to develop higher order thinking skills. Questioning strategies used by the teacher to know how far the students understand the material which has been taught. Questioning strategies were considered more effective because it can helped the teacher's planing in questions and answers session based on the students need.

A previous study found that most students like to answer questions actively, a large number of students prefer volunteering to answer the question from teacher (Setiawati, 2012). From previous study, it could be concluded that the question strategy used by the teacher could influence students more active, able to make students think and understand the questions given by the teacher.

There were some types of questioning strategies based on some experts. According to Blosser (2000), there are several types of questions: managerial, rhetorical, closed and opened questions. It was supported by Richards and Lockharts (1994) who propose that there are three types of questioning strategies, such as procedural, convergent, and divergent questioning strategies.

Unfortunately, besides to questions and questioning strategy, the teacher was need some techniques in questioning to get a good response by students. According to

Willen (1991) in his book “Questions Skills, for Teachers”, there are nine questioning techniques. There are (1) plan key questions to provide lesson structure and direction, (2) phrase questions clearly and specifically, (3) adapt questions on student ability level, (4) ask questions logically and sequentially, (5) ask questions on variety of levels, (6) follow up student response, (7) give students time to think when responding, (8) use questions that encourage wide student participation, (9) encourage student questions. Those techniques could be used in asking types of questions in teaching and learning process.

From the technique in questioning that could be used, students were expected to be able to follow the lessons well. Sometimes in learning and teaching process in the classroom, some students did not pay attention to the teacher's explanation. They feel bored because the class only listens to the teacher's explanation. So, questions were needed that could make students better understand and pay attention on explanations from the teacher. The teacher needs questioning strategies that were appropriate for students, so the students more pay attention to his or her explanations. In this study, the researcher wanted to know what types of questioning strategies were used by the teacher when teaching in EFL classroom and what were the reasons of teacher used these types of questioning strategies.

Based on the experience of the researcher when doing an intership in a program called PLP II Tahap II in SMP Muhammadiyah 1 Jember, the researcher found that the students was more interactive when the teacher asked the question to them and it made the students pay attention to their teacher. Also the students were shy communicate, to express their ideas using English language in the classroom, the

teacher always gave questions to the students to stimulate their confidents in the classroom. That was the reason why the researcher do this research in SMP Mumammadiyah 1 Jember.

Regarding to that issue, there were some studies that have been conducted by other researchers. The study was conducted by Annisa, et. al. (2019) the title is “The Power of Questioning: Teacher’s Questioning Strategies in the EFL Classroom”, the result of their study is mostly teacher used convergent questions (yes/no and short answers) in the class and this study was done in senior high school. Another study was conducted by Rahmah (2017) the title is “Teacher Questioning Strategies: To Improve Student’s Motivation in English Classroom Learning Activity”. This study analyzed the improvement of student’s motivation in learning English through teacher’s questioning strategy. This research was different with the previous research in a way that this research focused on English teacher in Junior High School especially at seventh grade, the researcher want to know the types of questioning strategies that used by the teacher and the reasons using questioning strategies.

1.2 The Research Problem

Based on the background of the research above, the research problems were :

1. What are questioning strategies used by the teacher in EFL classroom?
2. What are the teacher’s reason in using questioning strategies ?

1.3 Focus of the Research

This research was focus on the use of questioning strategies that used by the teacher in SMP Muhammadiyah 1 Jember including types of questioning strategies and the reasons use those questions.

1.4 Objective of the Research

In relation to the research problems, the objectives of this research were as follows:

1. To find out the types of questioning strategies used by the teacher.
2. To find out the teacher's reasons of using questioning strategies.

1.5 Significance of the Research

Significance of the research of this study was expected to be useful for the teachers to know the questioning strategies that could be used in the EFL classroom. In addition, hopefully the result of the study could help teachers in conducting questions in EFL classroom. Teachers could know the types of questioning strategies and it could beneficial information to conduct EFL classroom. After knowing types of question, teachers could try and decided what types to be applied in EFL classroom. Also for future researchers were expected to be able to develop further explanations on the topic of teacher's questioning strategies with different methods and different objects to complete the body of the theory of teacher's questioning strategies.

1.6 Assumptions of the Research

Questioning strategies were important in teaching and learning process in the classroom. Questioning strategies were the way to ask students something about the information they have gotten that was related with the learning material. The teacher used the right type of questioning strategy could make students better understand the lessons that delivered by the teacher.

1.7 Scope and Limitation

This research was focused on questioning strategies. It deals with types and the reasons of using questioning strategies. This study analysis types of questioning strategies that mostly used in EFL classroom and the reasons of using questioning strategies. This study was limited to 7 grade of SMP Muhammadiyah 1 Jember, from 1 teacher.

1.8 Operational Definition

Questioning strategy types used in this study was one proposed by Richards and Lockhart (2007). They classify that to test students could use questions in class, there were three different types of questions. They were procedural, convergent, and divergent questions.

1.8.1 Procedural Questions

Procedural questions were questions related to class routines and class management, which were different from the content of learning. For example, there

were questions that teachers asked in classrooms while examining assignments, and the teacher gave instructions that students were ready to work on new assignments.

1.8.2 Convergent Questions

Convergent questions were questions that could encourage similar student responses, or responses that focus on one theme. This response was a short answer, like "yes" or "no" or a short statement. For example, do you read narrative text every day?

1.8.3 Divergent questions

Divergent questions were questions that encourage students' diverse or broader responses, not short answers and required students to engage in higher-order thinking. For example, do you think gaming has a negative effect on children who are still in school?