

CHAPTER I

INTRODUCTION

A. Background of Study

Communication can be done with various ways, either by signs or symbols as well as with the language as a tool. As communication tool, language can accommodate a variety of ideas that will be communicated by people users of the language concerned. One form that characterizes the communication process is question and answer. Question and answer process will be able to take place smoothly between the communicator and the communicant if there has the same background and knowledge.

Allah SWT commands us to give question if we don't know about something as stated in the Holy Qur'an in the An-Nahl verse 43 as follows:

... فَاسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ.

From this verse we know that we must ask to know everything for increase our knowledge and from the questions we can learn well about something that we don't know yet. In education, the question has a very important role. One of these roles is as a tool to improve learning effectiveness. Questions can be used to determine the extent of the learning objectives have been achieved, whether the method used was effective and in accordance with the condition of learning, whether the

weakness of the student learning process, whether the weakness of the learning process (Gronlund, 1996:3).

The realization that the question is a technique that can develop learning processes are old. Most educator and educational researchers admit that questioning to the student is an important part of learning process because questions posed can make students learn, which is to acquire knowledge and improve the ability to think. The number of teacher's questions to students, student's question to student, is a sign of a dynamic learning process.

Sulo and friends (1980:49) explained that in implementing the learning process, teachers use questions well-structured and brought up in a proper way would be : 1) Improving student participation in learning process; 2) Generating interest and curiosity of students to the problems that being discussed; 3) Developing way of thinking and active learning of students, because think it actually was questioning; 4) Guiding students' thinking process, because the questions that will help to find the good answer; 5) Focusing students' attention to the problem being discussed. Therefore, the skill and the smooth of teacher's questioning need to be improved, either in content aspect or in aspect of questioning techniques.

Rosenshine (Brown, 1984:217) clarifies that teacher questioning techniques when implementing the learning process has an influence on the achievement of students' learning and thinking. Teachers who do not have the skills in asking questions and do not ask when teaching, will have

difficulty in directing the learning process. On the contrary a good question would provide guidelines and guidance to the student in forming a meaningful response or reaction. We need to realize that asking questions which can influence to the students that is not easy to do. Questions should really meaningful for students. Teachers are often not able to develop a good learning process because not being able to make and deliver a good question to students.

The questions posed by the teacher in the learning process is the oral questions. Therefore, the questions are more spontaneous and generally aim at increase student motivation to study and be active in the learning process so as avoid boredom on students. The appearance of the questions in the learning process will depend on the technical ability to ask by the teacher. If the teacher's questioning technique planned well, so the questions can take students to learning process that desired. The questions posed by teacher in the learning process, in addition can improve the quality of learning, and also can be used to knowing accuracy of choosing approaches, methods and learning techniques in the classroom, and the accuracy of the material that being taught with the situation, learning objectives, and the needs of students (Brown, 2007:218).

When implementing the learning process, a teacher should try to help the situation in classroom with question-answer situation. That situation can spur students to participate in learning process. Thus, interaction in the classroom come active.

Most scholars agree about the importance of questioning to lighten some of these problems. Supporting this view, Moghadam and Barjesteh (2014:651) states that, “Teachers’ questions serve as a mean of engaging learners’ attention to promote verbal responses and evaluate learners’ progress.” Therefore, one of the measures that can be taken to improve teachers’ questioning skills is in assessing how teachers ask questions in an EFL classroom.

One of the reasons for doing ask question in teaching and learning process is to get students to speak up. Related to English learning, students are expected to produce in target language. One way to make this expectation come true is by answering the question using English. Classroom interactions will happen when student respond to the teacher’s questions, and vice versa. This implies that students can actively participate in the classroom when they are questioned, and at the same time they need to answer the questions by using the target language. Moreover, students’ language proficiency can be improved through interactions between the teacher and the students and among the students themselves.

Cotton (2010:9) says that the content of the questions and the manner in which teachers ask them determines whether or not they are effective. Some mistakes that teachers made during the question-answer process include asking vague questions, asking trick questions, and asking questions that may be too abstract for children of their age. When

questions such as those mentioned are asked students, students will usually not know how to respond and may answer the questions incorrectly. Thus, their feeling of failure may cause them to be more hesitant to participate in class.

Teachers' questions, in relation with the contributions that they can make to language learning, will depend on students' responses. The responses can be recitation or discussion. The question type and the time given to the students help them to formulate their answer as responses to the question. Sometimes students have no time to formulate or even to think about the answer to certain question asked by the teacher. That is why the wait time is also crucial in having good responses to questions being asked.

Teacher's questions are one of the teaching strategies that can help students to acquire the target language better (Son, 2012:7). The problem is typically, a teacher asks a question without considering the type of question and how much time that gives for students to formulate their answers. Consequently, the teacher does not get sophisticated responses from the students or even no responses at all. Otherwise, by asking the right type of question and giving enough time for student to formulate their answers, a teacher automatically gets two benefits in language learning. First, a teacher can check students' comprehension of the lesson being taught, and second, teacher can monitor students' language

proficiency. That is why question should be used in a way in which they can create an effective and powerful learning environment.

The researcher interest to conduct research in MA PIP Habirau Tengah first because in pre-observation the teacher used question in order to: 1) Ask the students about materials which have learned before; 2) Check students' understanding on teacher's questions whether they have learned or not ; 3) Give various questions to know the students understanding with the previous lesson; and 4) Give some questions to make students who are noise, sleepy, or less of spirit to study to be more pay attention to the teacher.

In the eleventh grade at MA PIP Habirau Tengah has two programs those are MIA (Matematika Ilmu Alam) class or science program and IIS (Ilmu-Ilmu Sosial) class or social program. In science program just has one class that is XI MIA and in social program has two classes those are XI IIS 1 and XI IIS 2. Every class has ideal number of students namely in XI MIA class has 29 students, in XI IIS 1 has 36 students and in XI IIS 2 has 34 students. And in every class the students active in teaching and learning process.

Moreover, the researcher interest to conduct the research because the school has implemented curriculum 2013, the educators especially in English subject has followed the certification of teachers, the teacher is competent in his field and is a bachelor of English Department, and the

teacher provide reinforcement during learning. Thus, the researcher assume that condition is in accordance with the concept of research to be implemented.

B. Statement of problem

This research purposes to examine the types of question which are used by teacher in the class and to find out what are the purposes the questions that convey in teaching and learning process. So, the research is based on the following questions:

1. What are the types of questions which tend to be used by the teacher in daily practices of teaching in EFL classroom?
2. What are the functions of the questions that are asked by the teacher?
3. How do the students respond the questions?

C. Objectives of Study

The objectives of this study are:

1. To identify the types of question that are used in the EFL classroom.
2. To examine the reason why certain questions are asked in the classroom
3. To explore the students' responses toward teacher questions to examine whether they give the intended answer or not.

D. Significance of Study

There are two kinds benefits of this study:

Theoretically, this research will give the benefit for the teachers in the context of effective teaching and learning. In order to be an effective teacher, one must be an effective questioner. One way to teach effectively is by recognizing that questioning serves various functions and creates a different level of thinking. Some questions require only a superficial understanding, while others cause students to go beyond memory and use thought processes in forming an answer. By learning different kinds of questions and the different functions they serve, it is a crucial step in being able to use all types of questions effectively.

Practically, this research will give the benefit for the teachers to have a well-planned lesson. In planning stages, teachers need to prepare materials that meet the objectives of lesson. By doing so, teachers can prepare questions which completely analyze the content of lessons and engage students in active interactions during classroom participation.

E. Definition of Key Term

1. Analysis

Analysis is a careful study of something to learn about its parts, what they do, and how they are related to each other. By doing this, the researcher analyzed more about teacher's question.

2. Teacher's questions

Teacher's questions are the questions that asked by teacher to the students in the classroom during the learning process. The questions are related to the material that being taught and the situation in the classroom.

3. English Subject

English subject is a lesson about English materials which taught to students in MA PIP Habirau Tengah based on curriculum 2013.

4. MA PIP Habirau Tengah

MA PIP (Madrasah Aliyah Pendidikan Islam Parigi) Habirau Tengah is the name of the Islamic Senior High School where the researcher conducted the research. The school is located in Pendidikan Islam Parigi Complex, Jl. Pelayar No. 111, Habirau Tengah Village, Daha Selatan subdistrict, Hulu Sungai Selatan District, South Kalimantan.