

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The aim of this study was to identify the types and levels of the teacher's questions in English teaching and learning process at eighth grade. The whole lesson were recorded and transcribed to count the teacher's and students utterances. The teacher's utterances were further analyzed to reveal their functions, especially to find out the one function as questioning. Finally, the teachers' questions were categorized into its types and levels based on the Bloom's Taxonomy.

In English teaching and learning, the teacher has a significant role to improve students' performances. A common problem that EFL teachers are facing a passive class, where the students are unresponsive and avoided to interact with the teacher. One of various strategies and devices for actively involving learners in the learning process was questioning (Capel, S., Leask, M and Turner, T, 1995:84). The teacher and students have many interactions during the learning process such as sharing the knowledge, ideas, point of view, task, exercise and many more to the learners. Learning is a complex process which has many different purposes of talk (Cazden 1988: 54).

Questioning is identified as one of the common and easily features of talk (Dickson & Hargie, 2006:121). Futhermore, questioning is a major form of speech act in interpersonal communication (Fritzley and Lee (2003: 1297).

Generally, questioning consider to be the important tool to help students build the understanding, and encourage student's participation in learning process. It is an important part of the learning process to reflect understanding and improve thinking, teaching and the learning itself.

Many teachers have not a good skill in giving question. The art of questioning and the types of teachers' questions enable students to connect concepts, make inferences, increase awareness and deepen their level of knowing and understanding. According to Gall (1970) teacher's questions are crucial inputs fostering the intellectual development of the students. Teachers who are well aware of questioning skills can motivate their students to ask questions and to provide responses. Moreover, student's participation can be improved through the interaction between the teacher and the students and among the students themselves (Richards and Lockhart 1996).

This study focused to observe the interaction between the teacher and students in eighth grade. The teacher in this study used questioning not only as assessing technique but also as a tool or strategy to gain and encourage students' participation in the learning process. Normally, it is difficult to imagine a conversation without questions and responses. From the review by Dillon (1982), most of the question are posed by the teacher rather than the student. Some students are usually afraid of negative response from other classmates when they ask questions. For that reason, the teacher frequently gave questions in the class in order to activate students' learning

participation, sharing their ideas, stimulate students' thinking skills, and so on.

The following overview provides sampling other studies in classroom interactions especially in teacher's question.

The study in China conducted by Xiaoyan Ma (2008) teacher skill in questioning in English classes showed that teacher's questions traditionally has been viewed as an important component of teacher talk and the core of effective teaching in classroom. But teacher have a common problem to face the passive class. Students often shy to give a response even they understand and know the answer of the question.

Hamiliglu and Temiz (2012) conducted a study about the impact of teacher question on student learning EFL in Turkey. The study divided teacher's questions into six types. They are yes/no question, short answer/retrieval-style question, open-ended question, display question, referential question, and non-retrieval. This study also showed the distribution of questions in terms of what purposes they convey to answer; convergent questions, divergent questions, procedural questions.

Muhu, Mambu and Kristono (2011) conducted a study about students' responses to teacher's questions in an EFL reading class in Satya Wacana Christian University. This study showed how teacher in Indosesia used question as one of the strategies to gain students response especially in university level. This study divided the three types of question; yes/no

question, closed/display question and open/referential question. Teachers' questions can elicit students' responses during teaching and learning process.

Khan and Inamullah (2011) conducted an observational study of descriptive method about the levels of questions teachers asked during teaching at secondary level in Pakistan using Bloom's taxonomy. The study found that the function of teacher asked a question to arouse curiosity, focus attention, develop an active approach, stimulate pupils, structure the task, diagnose difficulties, communicate expectation, help children reflect, develop thinking skills, help group reflection, provoke discussion and show interest in pupils' ideas.

This study is identified the types and levels of teacher's questions by using Bloom's Taxonomy. A classroom discourse or a discourse analysis used as the method in this study. Initiation-Response-Follow up (IRF) and Initiation-Response-Evaluation (IRE) are two patterns of classroom interaction (Sinclair & Coulthard, 1975 and Mehan, 1979). This study uses Initiation-Response-Follow up (IRF) and interpersonal moves proposed by Halliday (2004) to analyze the functions of the teacher's and students' utterances and also to determine the teacher's questions functioned as questioning. The students' utterances are needed to avoid the subjectivity in classifying types and functions of the teacher's questions.

1.2 Research Question

Based on the background above, the research question of this study is:
What types and levels of the teacher's questions that occurred in English teaching and learning?

1.3 Purpose of The Study

The purposes of this study are to analyze the types of teacher's questions and also identify the level of teacher's questions in English teaching and learning process. This study is focused to observe the ratio of lower and higher order questions in the classroom.

1.4 Scope of The Study

This study is focused to find out how are the questions used by English teacher at eighth grade and in which level of questions teacher asked during the teaching and learning process.

1.5 Significance of The Study

The result of this study are expected to give some information and better understanding about the types and level of the teacher's questions especially in English language learning in order to increase student's participation in the classroom interaction. In addition this study can be used as a reference and help them who have an interest with this study.