

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language is a means of communication because all people in the world use language to communicate with other people. There are many languages in the world and English language is one of an international language. There are many kinds of language used by people such as French, Spanish, Indonesian, English, etc. In Indonesia, English as a second language has a big role toward the progress and development of some aspects such as education, politics, and economy.

In curriculum 2006 there are four literacy in English language. Those are performative, functional, informational and epistemic. Each literacy has function each other. In performative level, the people can read, write, speak and listen with many symbols that used. In functional level, the people are able to use language for complete daily necessities like reading newspaper. In informational level, the people are able to access knowledge by their ability to use language and the last in epistemic, the people are able to express knowledge in target language.

Based on curriculum 2006, there are four skills in English language that must be applied in senior high school. Those are speaking, listening, writing and reading. In speaking, the students must have good ability to deliver their feelings, their thinking and their needs orally. In reading, the students must have ability to comprehend the

content of text. In listening, the students must have ability to listen and comprehend and what the people speak and the last in writing, the students must have ability to deliver their thinking, their needs and their feelings in writing context. So, it concludes that four skills above are very important for students in senior high school.

English in senior high school is hoped able to achieve informational level because the students are prepared to continue in University. The students in senior high school are very difficult to achieve epistemic level because English language in Indonesia is as foreign language. English lesson in senior high school has three purposes and those are to develop competence for communication orally and written to achieve informational literacy, to arouse awareness that English language is very important to increase competitiveness in global society and the last to develop students' comprehension about connection between language and culture.

The scopes of English in senior high school consist of three points. The first is the ability to do conversation. It is the ability to comprehend or to produce oral text and written text and that are achieved in four skills, those are reading, writing, speaking and listening. The second is the ability to comprehend and create kinds of short functional texts, monolog and essay and those are in form procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review and public speaking. The last is supported competency and it consists of linguistic competency, socio cultural competency, strategy competency and conversation competency. Based on Depdiknas (2003: 53, cited in Governments' rule in Indonesia, 2005) the students' indicator for study English are the students answer English greetings for the teacher, the students make a

group and pair to do the assignment from the teacher, the student must pay attention if the teacher gives material, the students must ask some questions if there is a material that the students do not understand and the last the students give a conclusion in English after the lesson finish. One point that has big influence to make students active in the class and can increase their ability about English is teachers' questions.

Hasan (2006, cited in Chi Cheung Ruby, 2010) indicates that teacher questions are kind of inputs provided by a teacher. Ho (2005, cited in Chi Cheung Ruby, 2010) asserts "Teachers' questions is form an integral part of classroom interaction", it means that teachers' questions can build interaction between teacher and students in the class. Long and Sato (1983, cited in Shomossi, 2004) states "Interaction is used in a general sense in this study, referring to any sort of interaction, student-student or teacher-student discussions, group discussions, and any type of classroom participation". As Nunan and Lamb (1996, cited in Nawal Muhammad Al-farsi) suggest that teachers use questions to elicit information, to check understanding, and also to control behavior. Most classrooms, questioning remains the common strategy for eliciting responses from students during the whole class teaching. Van Lier (1988, cited in Nematullah Shomossi, 2004:2) believes that classroom questions of whatever sort are designed to get the learners to produce language because by asking some questions in the class, the students can use their own words. Wood (1998, cited in Zaher Al-Ismaily, 2010:1) adds that classroom talk is dominated by teacher questions. Given the role which teachers' questions play in

the classroom, understanding teachers' questioning strategies is an important area of research.

Nowadays, the teaching of English to senior high schools' students becomes very important. At senior high school, English is taught as a compulsory subject. It is aimed at developing the students' ability to understand the important information. The success of teaching learning process not only depends on the students, but also the teacher. The English teacher should have the ability to handle the class and have much knowledge about the material that will be given. In teaching process, the teacher has to prepare all the materials that will be given to the students. She should understand the students' ability. Therefore, the teacher has to give questions to cross check whether the students have understood or not. Teaching English process will be successful if the students understand the teacher's explanation and they can answer all the teacher's questions well.

In order to make this research paper valid, the writer takes previous research to support the writer's study. There are many researchers who concern with teaching learning process.

The first study is done by Zaher Al-Ismaily; he conducts a study with the title "Teacher's questions in the English language classroom". He uses a mixed method as the type of research. This study involves four English teachers working in different Basic Education Schools in Muscat. In this journal, the teacher asks four teacher's questions in the class and the types of questions are close and open question, display and referential question. The teacher believed that open questions produce longer answers and that closed questions give only one acceptable answer. They described

referential questions as real questions are about learners' lives and background. The teachers generally agreed here that open referential questions are more valuable than other types of questions.

The second study is done by Chi Cheung Ruby Yang; he conducts the study with the title "Teacher's Questions in Second Language Classrooms". He uses a case study as the type of research. The researcher found that there are five questions that teacher asks in the class and those are close and open question, display and referential question and yes or no question. The findings of this study show that in all the three lessons, yes/no questions, and closed and display questions were frequently asked by the teachers, while open and referential questions were rarely or even never asked.

This research focuses on teachers' questions which are used by teachers in the class. Richards and Lockhart's (1994:187, cited in Kifle Azerefegn, 2008:7) explain, "Language teachers tend to ask more convergent questions than divergent questions". Convergent questions require short answers, they may likewise provide limited opportunities for students to produce and practice the target language. This implies that this type of questions has effect on language learning.

Based on previous study, the teacher often used display questions in the class because display questions only need short answer and the teacher know the answer but it has bad effects for students. The students in the class cannot explore their ideas and develop their thinking with their own words. The students cannot understand the material but can make they got difficulties to comprehend the material well. In the real fact, question is very important for student especially in senior high school level. So, the teacher is better used variation of questions to make the student comprehend

the material well and also to make the student active in the class. So, the researcher wants to analyze about “Teachers’ Questions at Senior High School”.

This study analyzes teachers’ questions that used by the teachers to investigate what kinds of questions used by teachers in the class especially six questions based on Bloom taxonomy and how do the teachers use questions in the class, for example, they can ask knowledge questions to remember about the material in previous meeting. Each question above has different function. So, by asking some questions the teachers can know that the students can catch the material or not and the condition in the class can be active because there is a good interaction between teacher and student. Here, the researcher wants to analyze about teachers’ questions at senior high school because as we know that in senior high school level, there are kinds of questions that can be used by teacher in the class and questions are very important for students because questions have good function for students in the class.

1.2 The Problem Statements

- a. What are types of questions that are used by teachers?
- b. How do teachers use questions in English?

1.3 The Purpose of Research

There are some purposes that could be taken from this research:

- a. To describe kinds of questions are used by teachers.
- b. To describe how teachers use questions in English.

1.4 Significance of the Study

There are some expected benefits that could be taken from this research. They are as follows:

1.4.1 Practically

a. Teacher

As a reference for the teacher about teachers' questions, so the teachers can improve what kinds of questions that they used in teaching-learning process and how the teacher uses questions in English.

1.4.2 Theoretically

- a. This research is to generate the theory of the way teachers use questions for students.

1.5 The limitations of the Study

To specify the research, the researcher has some limitations of the study. The object of this study is about teachers' questions in the class and it is only about six questions based on Bloom taxonomy. Those are knowledge, comprehension, application, evaluation and synthesis question. The teacher can ask some questions before and after she gives a material.

1.6 Definition of Key Words

- Question is a sentence in an interrogative form to someone in order to get information in reply.
- Teachers' questions are the kinds of questions that are asked by teachers in the class to make the class active and there is an interaction in the class between teacher and student by asking some questions.
- Bloom Taxonomys' question is six questions that used by the teacher to test the students' ability in the class.
- Knowledge question is a question that used by teacher to remember the students about the material in previous meeting.
- Comprehension question is a question that used by teacher to check the students' understanding about something
- Application question is a question that used by teacher to Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.
- Analysis question is a question that used by teacher to examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.
- Evaluation question is a question that used by teacher to present and defines opinion by making judgment
- Synthesis question is a question that used by that used by the teacher to compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.