

CHAPTER I

INTRODUCTION

This chapter sets out the background of the study, statement of the problems, the purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the study

In teaching learning English, there is a process called asking and giving questions. The questions came from the teacher to the students or the students to the teacher. Questioning to students must be applied in questioning strategies. Questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. In teaching learning process, the teacher needs to know the ability of the students and how far the students understand the material which has been taught. Moreover, the teachers should know the students' outcome before or after the teaching process by giving questions. In other words, there must be an interaction between teacher and students which followed by students' feedback.

Asking is a way to express a sense of curiosity for answers that are not or not yet known. Ribowo (2006) stated that curiosity is an effective stimulus for learning and seeking answers. Asking activity in the class is an important activity in teaching and learning process. Not only for teachers, but also for students an activity in the classroom is a sign that teaching and learning activities within the classroom is exist. The fact that happens is still a lot of students who just shut up when the teacher asked or gave a chance to ask in class. Usually teachers still use speech, question and answer methods in conveying the material. These can cause students responses toward delivered material to be low. As a result students tend to be passive in the classroom. They just listen and record what the teacher explained. According to Brooks (1993), to be able to understand the students must seek meaning, and to look for a meaning the students must have the opportunity to form and ask questions.

Feeling shy or afraid to ask question happens when students are still in school is not unlikely to continue until they grow up. Basically the habit that is applied since childhood will usually form the same mindset when they have grown up. It feels sad if the mindset that is formed is the feared of asking questions. However the questioning activity is an important thing to open the horizon and look for the information that the students want to know.

When students are still in school, when they are given the opportunity to ask some questions by the teachers, students often feel reluctant or afraid to ask questions. According to Morgan and Saxton (2006), the cause of students being reluctant or afraid to ask is personal pressure. This is caused by several factors, such as students feeling pressured by themselves when the questions are often derided, underestimated and considered ignorant by the environment. This personal pressure also arises when the teacher ignores the question. This makes the students feel unappreciated when learning process is going on. So they are feeling not confident to ask questions to the teacher. Students will also rarely ask in class when teachers do not or rarely give students the opportunity to ask questions.

The teacher feels themselves as the holder of complete control over the class, so the teacher feels unwilling to be bothered by student questions. Teachers also want to look more prominent than their students, so teachers are constantly speaking in the classroom and do not give students the opportunity to ask questions. The students will rarely ask in class when the curriculum used in the classroom is a traditional curriculum or *Teacher Center Learning* where teachers are active, while students are more passive in classroom teaching and learning activities. In this curriculum, it is clear that who will be active in the classroom is the teacher, not the students. So, the culture of asking in class is also very rare. Winasih (2009) also said that students are less of bravery to express ideas in learning activities and less concerned in the classroom because the methods and teaching media used by the teachers is considered very monotonous and boring.

Students' and teachers' questions play an important role in every classroom. The types of question used by teacher can help students to lift their own levels of

understanding toward the concept given or even to build up new ideas. A good teaching learning process does not only put the teachers as single main source but also involve the students in that process. The involvement of the students is an important thing in every teaching learning process as there will be an excellent interaction among the teachers and the students. In creating an interactive classroom, teachers need to provide supports, which can be in the form of questions, to ensure that the students master the concepts.

According to Ribowo (2006) the importance of using appropriate questioning skills is to achieve the expected objectives in a classroom learning process, which arouses students' interest and curiosity on a subject, focuses students on a subject or concept, diagnose special difficulties that impede student learning, provide opportunities for students to criticize the information they get, encourage students to express their opinions in discussions, test and measure student learning outcomes. The importance of students asking questions in the classroom is also to encourage interaction between students so that students are more personally involved and more responsible for the questions asked. In this case aims to create a learning system *Student Center Learning*, where students are active in the classroom while the teacher becomes a facilitator, not a full power holder of the class.

There are lots of studies about the use of questioning in helping students learning target language and improving students' achievement. Regarding to the study done by Cotton (2001), the findings reported in his summary are drawn from thirty seven study documents. The study is concerned in treatments variety. The biggest number of documents is concerned with the relative effects on student learning produced by questions at lower and higher cognitive levels. That is why the writer interested in carrying on the study about teacher's questioning behaviour to help the students understand the concepts or materials given.

Gebhard (1996), divided teacher's question type based on its purposes into 5 types, there are display question, referential question, comprehension question, confirmation question, and clarification question. In asking questions, teachers have to use English as a main language in the classroom. Ideally, English teachers

are able to ask questions by using English. English is a language that should be delivered to the students to make them understand the language. There are several kinds of questions that teachers used namely, yes/no question, short answer question, display questions, open ended questions, referential questions, and non-retrieval questions (Wanjryb:1992). Most writers seem agree the teacher's questions are mainly used to check learner's comprehension and to determine what learners have actually learnt (Brown & Wragg 2001; Peacock 1990; Tsui 1995).

Art of asking question is a skill that must be mastered by the teachers. Through these skill is not only teachers can obtain the essence of factual information but it can also help students in relating the concepts, making conclusion, raise awareness, encourage creative thinking abilities and imaginative, encouraging critical thinking process, and explore more deeply about knowledge, thinking, and understanding students (Wilson, 1997).

Tsui, Marton and Ng (2004) stated that questions can draw learner's attention to the critical aspects of the object of learning, and open up the space for more investigation on the part of learners. In line with Vogler (2005) said that questions can monitor comprehension and helping to make connections to prior learning and can stimulated cognitive growth.

According to the facts above the researcher want to know the implementation of teacher's questioning behaviour in the class toward the students' response. Based on the researcher's observation on the MTs. Yasmu that the English teacher there always using questioning strategy to know about their students' knowledge and comprehension. The total English teachers of MTs. Yasmu are two people, which teach English lesson from the first until third grade on that school. They hopes the students response the questions that they deliver to them, but the fact that happen are mostly students keep silent and sometimes give a little response with answering the question through slow voice.

There are some reasons why the students did it. The researcher found there are two factors that influence the problem. The first factor is from the teacher. The variations of teacher's questioning are less diverse, so the teacher should delivered

the question in another way to appeal students' interest. The second factor is from the students itself. They are too shy to answer in the class with other their friends take an attention to them. Maybe they also afraid of something when they try to answer, like fear of wrong answer, the teacher blame them, etc. Sometimes they do not understand the teacher's question because the teacher uses English, because not all the students understand English as well.

Based on the newest curriculum, the purpose of English education in Indonesia is to enable students to use English communicatively as a communication means. Students of Junior High School are targeted to be able to develop their communication competence to achieve the functional literacy, means that students should able to communicate in English either spoken or written to solve daily problems they face (Depdiknas, 2006).

The target that has to be reached will be a challenging task for the teachers. Furthermore, the lack of meetings of English lesson in Junior High Schools becomes another case to be paid attention for the teachers in gaining the purpose. As the result, teachers have to conduct good and successful teaching. In this case, the teachers must create an interactive class so that the teaching learning process will go interactively and eventually students can understand the concept given well.

This study analyses teacher's questions behaviour that used by the teacher to investigate what kinds of questions used by the teachers in the class especially five questions based on Gebhard and how do the teachers use questions in the class, for example, they can ask display questions to know about the students' knowledge about the new material that will be given to them. Each question above has different purposes. 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.

1.2 Statement of the problem

According to the background of the study above, the researcher would like to present the following problems:

1. How is the implementation of teacher's questioning behaviour in the second and third grade class of MTs. Yasmu?
2. How are the students' responses toward teacher's questioning behaviour in the second grade and third class of MTs. Yasmu?

1.3 Purpose of the study

Concerning with the problems above, this study aims to the following:

1. To describe the implementation of teacher's questioning behaviour in the second and third grade class of MTs. Yasmu.
2. To know the students' responses toward teacher's questioning behaviour in the second and third grade class of MTs. Yasmu.

1.4 Significance of the study

This study is projected to give more involvement to both of theoretical and practical improvement of English teaching.

Theoretically, this study enriches the literature of English teaching and learning about behaviour of teacher's questioning strategy which implements in the class that affect students' participation in the process of learning.

Practically, this study will become a source and an evaluation of questioning strategy implementation in the classroom for the teacher because it still belongs to its pilot project.

1.5 Scope and limitation

In this study, the researcher focuses on observing the learning activity in the English lesson classroom by English teacher at second grade and third grade of MTs. Yasmu.

1.6 Definition of key terms

In this study, it is important to know the definition of related terms in order to make this study clearer, there are:

1. Behaviour is the way the teachers determines or selects the question that will be given to their students in the class.
2. Teacher's 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.

English as a Foreign Language (EFL) is students whose first language is not English and they are learning English while living in their own country which non-English speaking.