

## CHAPTER I

### INTRODUCTION

This chapter introduces the present study. It includes background of study, research questions, reasons for choosing topic, significance of study, objectives of study, and scope of study. It also provides method of study, clarification of key terms, and organization of the paper.

#### 1.1 Background of the Study

In this globalization era, English, as the world language for international communication, is used for communication in many countries. English as an international language is used to communicate, to strengthen and to nurture relationship among all countries in the world. Business, science, education and technology are all fields in which by using English, communicator will be easy to interact. Considering the importance of English today, people from various non-English speaking countries, including Indonesia, learn English either as a second or a foreign language.

With regard to the reasons, mostly Indonesia people begin to use English in many aspects of their life, education for example. From elementary school till college, English is an obligatory subject that students have to learn. The Indonesian government stipulated law No. 20 of 2003 on the National Education System, "Government and/ or local government carry out at least one education unit in all educational level to be developed into internationally standard education unit". Considered by the government law, various schools, universities and private education college teach English to many Indonesian children with multiple ways out of delivering English.

Establishing English classroom is not a simple job. Teachers should have a special preparation such as teacher's competencies in approach, method, techniques, media and material of teaching-learning in English. Merely those competencies, students will act differently in attending English classroom because

it is their non-native language, classroom's atmosphere will be different too. Learning environment or classroom settings must be prepared before doing teaching-learning in English subject class.

There are several factors which influence in teaching English, what materials are given to the students, how the teacher teaches them, and how the teacher makes students interested in learning English. In class, the teacher is supposed to be the one who has sufficient knowledge of teaching skills in English in terms of material, strategies of teaching and communications ways with students. The teacher who takes more parts in the teaching-learning process. There are some factors which influence the teaching learning process such as teacher, curriculum, syllabus, materials, methods, media, evaluation, students, and interaction (Harmer 2001: 167).

The teacher also has to prepare a communicative teaching and learning in classroom because providing communication competence in English classroom is required as communicative learning will be created from an interactive learning and teaching. Interaction will help learner to attain better learning and get knowledge easily as students can rehearse their competence. Teacher and students interactions are totally considered by researcher as a very important influence in learning English.

For starting interaction in classroom, teacher employs questioning behavior which is manifested in types of questions and strategies of questioning. Questions are used in elaborating students' responses when teacher does not know the answers so that they produce longer responses than when answering routine or display questions (Brook, 1984 cited in Lynch 1990). Teacher asks to investigate and negotiate the meaning in which students can use their prior knowledge to comprehend lesson. As a result students can engage actively in teaching learning process. Furthermore, teacher's questions can give more space of learning (Tsui et al., 2004) in regard that it will challenge the students to be more critical in their responses and use their background knowledge to get possible answer. It is due to

the fact that questions oblige students to give their responses (Ellis, 1992 cf. Heaton et al., 2003).

Additionally, Suherdi (1994) investigated teacher's language in classroom and concluded that teachers tend to benefit questioning activities for delivering teaching materials and also questioning is considered as easy methods to be conducted, and then teacher usually neglects it. But the fact is not the way they see. Given to the interesting phenomena of teacher's questions, the discussion will reveal teacher's questions and their students' responses or reactions. Thus, researcher names this research in title "**An Analysis of Teacher's Questions in EFL Classroom** (A Qualitative Case Study of English Teacher in Public Junior High School in Bandung)".

## 1.2 Research Questions

The study is designed to answer the following questions:

1. What types of questions are provided by teacher in teaching English in eighth grade of junior high school?
2. What are students' responses to the teacher's questions?

## 1.3 Reasons for Choosing Topic

Such a shocking situation when researcher comes to a classroom and teaches students, who are really new for researcher. Researcher does not even know characteristics of them. Researcher experienced it when she got one educational program from the college. Teaching is not only giving instruction and material but also giving questions to be a bridge for explanation material later. Questions are usually considered as a simple way of bridging for teacher, but there are several important points to be considered before teacher elicits questions. In order to find out what questions which are delivered by teacher in classroom and also the accuracy of students' responses toward teacher's questions, the researcher conducts the research. The result of this problem somehow will be a good solution in the future.

#### 1.4 Objectives of the Study

Based on the description in the background, the research aims to:

1. Investigate teacher's questions to students in classroom discourse of English subject.
2. Reveal what students' responses effected by the teacher's questions and strategies of delivering questions.

#### 1.5 Significance of the Study

On basis of the objective above, the significance of the studt can be stated as follows:

1. Theoretical benefit

The findings of the research can enhance the literature on classroom discourse especially teacher's questions and delivering strategies.

2. Practical benefits

The findings of the study will be constructively useful for students and teachers. For the students, this study is expected to be a reference about any kinds of questions of their teacher so that students can react well and clearly toward teacher's questions. For the teacher, the results of this study can be used as a reference to improve their performance in designing and practice questions during teaching learning process.

3. Professional benefits

The findings of the study can help teachers improve the quality of teacher's questions and delivering strategies, to create a more conversational classroom atmosphere and also to be more creative in encouraging students.

#### 1.6 Scope of the Study

The study focused on questions which were asked by the teacher in his English lesson in the classroom. All kinds of questions were noted. In addition, research also focused on students' responses; all kinds of responses were recorded. The responses were not always accurate with what teacher expects, so before

classroom time, researcher asked the teacher about expected answers toward delivered questions. Therefore, the students' real answers or responses in classroom were compared to the teacher's expectation.

## **1.7 Method of the Study**

The study focused on the teacher's questions which were delivered to the students in one classroom in the light of discourse analysis theory. In addition, it also observed students' responses towards the questions. This study is an observational type of the descriptive method. The following procedure is modified to investigate teacher's questions in classroom and students' responses.

### **1.7.1 Design of the Study**

The research employs the qualitative and descriptive methods as the aim of study is to reveal the phenomena beyond the process of language teaching and learning. Descriptive method is appropriate for the study as it attempts to discover phenomena of teacher's questions and reveal students' responses toward those questions in EFL classroom. It is in line with the statement of Brumfit and Mitchel (1990) who suggest that descriptive study can unfold what is really going on classroom which the current practice of how learners do learn, how teachers do teach, and what classroom do look like, at particular moment in particular place will be revealed.

### **1.7.2 Sites and Respondents**

This study was conducted in one Junior High School in Bandung. The respondents were one English teacher and one English classroom. This study does not consider how long the teacher's experienced in education world, especially in teaching. This study focuses on teacher's questions and their conversation with his students, so teaching experience is not really necessary to be considered.

### 1.7.3 Data collection

Collecting data is a procedure to get a data in purpose to solve the problems by using some methods are used by the researcher. For attaining the aims of study, the research comprises of observation, field-notes and interview.

#### 1. Observation

The writer observes the teacher's questions when teaching-learning process in progress. Besides, the writer also observes students' response when teacher gives questions.

Camera video is settled in the best position to record classroom interaction, while the researcher sits in back of classroom or stands in strategic place to make it easier in seeing and recording. Although video can capture almost whole natural action of classroom setting, there will be several actions which are not captured by video recorder, to encounter this problem, other tools to collect data is conducted.

#### 2. Field-notes

Field-noting is conducted as long as the video recorder taped the classroom actions. This tool is aimed at getting unseen actions of teacher and students moves or responses. Of course it is a supportive tool of observation.

#### 3. Interview

Furthermore, interview with the teacher is also an important and supportive tool to attain aims of study. In the research, the interview is to investigate teacher's point of view in doing some questioning techniques.

The procedures of data collecting are elaborated as follows:

1. Observing classroom interaction by utilizing video-recording
2. Transcribing and coding the data

3. Interviewing the teacher to investigate teacher's reasons of using questions and clarifying some salient behaviors of teacher and students
4. Analyzing and drawing conclusion

#### **1.7.4 Data Analysis**

In the study, data obtained must fit in with need. Therefore, tools of collecting data must be compatible in order to get an accurate data. In collecting data, researcher used observation, field notes and interview which explained previously.

The research used observation to get data about teacher's questions which are delivered to students in classroom. The data of teacher's questions is primer data in which researcher uses it to find out another variable in this research. The video recording will be transcribed and analyzed to support the answer of second research questions.

The analysis of study used in research considers all about classroom discourse, especially in asking questions and using delivering strategies as well as students' responses toward the questions. Suherdi's framework of classroom discourse analysis (2007) is used to identify each responses of students occurred in the lesson. The framework of analyzing students' language in classroom setting can be a way out to reveal a contribution of teacher's questions in developing students' competence of language.

The identification of teacher's questions is based on Bloom's taxonomy theory (1956) in which six categories of questions ranging from display to referential questions is wide open.

## 1.8 Clarification of Key Terms

Some highlighted terms in the present study should be elaborated clearly in order to get focus of present study. Below are some terms which need to get more elaboration

### 1. *Classroom interaction*

Classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. It aims at probing into the learner's prior learning ability and his way of conceptualizing facts and ideas.

### 2. *Teacher's Questions*

Teacher questions are best suited as diagnostic tools that indicate student academic progress or assess critical thinking. It also designed to measure how much the students have learnt, and how well the teacher has taught the material.

### 3. *Bloom's Teacher Question*

Six categories of teacher questions derived from Bloom's taxonomy and have functions to stimulate students' cognitive domain, for example knowledge, comprehension, application, analysis, synthesis, and evaluation.

### 4. *Teacher's strategies of questioning*

It may simply be defined as some ways used by teacher in delivering questions to the students.

### 5. *Discourse analysis*

It may simply be defined as the analysis of language in context.

#### 6. *Students' response toward teacher's questions*

It is reaction to an event, occurrence or situation; and also any behavior that results from a stimulus in this case is teacher's questions

### **1.9 Organization of the Paper**

Below is organization of paper of this study with the explanation of each chapter

#### **Chapter I Introduction**

It consists of background of study, scope of the study, statement of the problem, significance of the study, research methodology, and clarification of terms and organization of paper. In general, this chapter provides the framework or the ground thinking of study to bridge the following chapters.

#### **Chapter II Theoretical Foundation**

This chapter describes the theories used in developing study. All of them will serve the fundamental references in conducting and analyzing the study.

#### **Chapter III Research Methodology**

It discusses methodology of the research that consists of formulation of the problem, aims of this research, data collection, scope of the study, analytical framework

#### **Chapter IV findings and discussion**

It discusses the result of the research and the discussion of research findings

#### **Chapter V Conclusions and Suggestions**

It consists of conclusion of the study includes the implication and suggesting for further research and for the related institutions.