

## CHAPTER I

### INTRODUCTION

This chapter provides the background of the study related to teachers' questions that was conducted in a senior high school setting in Bandung, West Java. It begins with the background of the research and explains what prompted the researcher to conduct the research. It then moves to elaborate briefly the research questions, objectives of the study, significance of the study, scope of the study, clarification of key terms, and organization of the paper.

#### **1.1. Background of the Study**

The main purpose of education according to law no. 2 year of 1989 is to generate the knowledge, skill, and scientific progress that improve the life of nation and develop Indonesian people. Those purposes should then help learners to acquire knowledge through comprehension. Therefore, teachers need to have potential to promote comprehension and learning. Questioning is considered as one of the most influential teaching strategies that teacher can use in the classroom setting.

In addition to that, when students learn foreign language especially English in a classroom setting, a primary source of information input comes from teacher talk and teacher–student interactions, as the processes and transactions involved in the construction of meanings are mediated through language. Thus, this research will deal with one aspect of classroom interaction, which is questioning.

It has been said in some researches that teachers ask numerous questions. Cotton (1988) stated that teachers have been known to ask more than 300 hundred questions a day and half of their instructional time is spent on questioning. Therefore, questioning may be identified as one of the most popular instructional strategies in the classroom.

In fact, the standard pattern in the classroom is one in which the teacher asks a question, and one or more students respond to the question (Richards, 1994). Then, the teacher evaluates the response. Moreover, it has been found that

questions can also be used to motivate students, to revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, and check understanding and to control behavior (Young 1992; Richards and Lockhart 1994).

To add the idea, Ellis (2010) proposes two reasons why teachers ask questions in their classrooms. First, questions require responses; therefore, they serve as a means of obliging learners to contribute to the interaction. Learners' responses also provide the teacher with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted.

Moreover, research on questioning indicates that teachers, whether in content classrooms or language classrooms, ask many questions (Ellis, 1993). In a study of six ESL teachers, Long and Sato (1983 in Ellis 2008 ) found that 938 questions were asked by teachers in six elementary ESL lessons. Young, as cited in Nhlapo (1998), states that questioning is a favorite teacher methodology, and that roughly 60% of all classroom talk is composed of questions and nearly all of them are asked by teachers.

Another study done by Qashoa (2013) revealed that teachers asked questions every forty three seconds. Furthermore, Brualdi (1998) points out that eighty percent of a teacher's school day is taken up asking questions to students. Thus, classroom teachers spend most of their lesson time conducting questioning sessions.

Supporting this view, Moghadam and Barjesteh 2014 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.

Considering the great quantity of teacher talk in the classroom, questioning plays a role as a reflection of teaching. Vogler, in Qashoa (2013), states that questions can monitor comprehension; it can make connections to prior

learning and can stimulate cognitive growth. In a classroom setting, teacher questions and student answers are considered as a powerful teaching approach if they are used to expose contradictions, challenge assumptions, and lead to new knowledge. Therefore, teachers should design questions which can expand students' knowledge and promote creative thinking. Thus, asking a good question is cognitively demanding.

However, Cotton (1988) has the idea 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 make during the question and 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 will usually not know how to respond and may answer the questions incorrectly. Thus, their feelings 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 students help them formulate their answers as responses to the question. Sometimes students have no time to formulate or even to think about the answer to a certain question asked by the teacher. That is why the wait time is also crucial in having good responses to questions being asked.

With regard to the reasons, researcher believes that by asking the right type of question and giving enough time for students to formulate their answers, a teacher automatically gets benefits in language learning. Therefore, this research entitled "**Teacher's Questions Type and Behavior in EFL Classroom Interaction**" is conducted to identify the types of questions that are used in the EFL classroom. Therefore, it is important to examine what kinds of questions are used to devise a communicative classroom. This study also explores students' responses toward teacher questions to examine whether they give the intended answers or not.

## **1.2. Research Questions**

The study is designed to answer the following questions:

1. What types of questions does the teacher use in the daily practices of teaching in the EFL classroom?
2. What are the functions of the questions asked by the teachers?
3. What are the students' responses to teacher's questions in EFL classroom?

## **1.3. Significance of the Study**

Regarding the objective above, the significance of the study is expected as follows:

### **1. Theoretical Benefit**

The findings of study can provide literature for teachers in the context of effective teaching and learning. One way to teach effectively is by recognizing that questioning serves various functions and creates a different level of thinking. By learning different kinds of questions, it is a crucial step in being able to use all types of questions effectively.

### **1. Practical Benefit**

The findings of the study are expected to be beneficial for teachers and students. For the teachers, this study is expected to encourage English teachers ask question effectively and improve their skill of questioning to accomplish the teaching objective and task. For the students, by knowing the types of a question, this study is expected to encourage students to think actively and foster ability of analysis and creation in learning process.

### **2. Professional Benefit**

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

#### **1.4.Objectives of the Study**

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

1. Investigate teacher's type of question used in the daily practices of teaching in the EFL classroom.
2. Reveal functions of questions applied in teacher's question during the learning process.
3. Reveal what students' responses towards teacher's questions.

#### **1.5.Scope of the Study**

This study focuses on the questions posed by English teacher to students in EFL classroom interaction and also student's responses on questions posed by teacher in a whole class teaching portion. Researcher noted all kinds of teacher's questions and students' responses in the classroom observed.

#### **1.6.Clarification of Key Terms**

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

1. Teacher's Questions

Teacher's Questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it.

2. Display and Referential Question

"A display question is one to which the questioner knows the answer, whereas a referential question is one to which the person asking the question does not know the answer." (Nunan, 1989)

3. Wait-Time

It is best suited as the length of time the teacher waits after asking the question before calling on a student to answer it.

4. Students' response towards teacher's question

It may simply be defined as a reaction to an event and also any behavior which is produced after a stimulus in this case is teacher's question.

## **1.7. Organization of the Paper**

The research paper will be delivered into five chapters that will be explained below.

Chapter I is introduction. This chapter consists of background of the study that introduces a brief explanation about framework of this study, research questions, aims of the study, significance of the study, scope of the study, and clarification of key terms.

Chapter II is Theoretical Framework. This chapter discusses some literature review that related to the study.

Chapter III is research methodology. In this chapter, there are explanation about the method and research design that will be used in the study, site and participant, data collection technique and the data analysis of the study.

Chapter IV is finding and discussion. This chapter elaborates the result and the discussion of the study that got from the data collection which are classroom observation and interview.

Chapter V is conclusion and suggestion. This chapter presents the conclusion of the study and some suggestion for the teacher and also for the other researcher.