

CHAPTER I

INTRODUCTION

Chapter one provides background of the study, research questions, research aims, scope of the study, significance of the study and clarification of some terms used in the study. The organization of the paper will be presented and explained in the end of this chapter.

1.2 Background of the study

The demand to acquire critical thinking skills has become popular these last few years by many researchers. Ever since the concept of critical thinking was found by Socrates and getting recognized by Americans in the 1960s, more and more educators had done their research and regarded it as a long-life thinking tools in life (Shen, 2012). Many studies had then being conducted. This is congenital as critical thinking ability, according to Udall & Helen (2015) help people to filter the truth behind information that can easily and quickly spread in the world. Moreover, Sano (2014) reviewed that the ability of critical thinking has been crucial in this millennium era as it help students to accept the world as digital information era from what might be harmful and influential.

Although the ability of critical thinking is still discussed to be teachable or not (Yuan, 2015), many researchers argue that such skill can be stimulated through various methods (Bulent et al., 2016; Murphy, 2004; Sano, 2014). Davoudi & Sadeghi (2015) in their review on critical thinking and questioning research reported that critical thinking is one of the most affected area by the process of questioning. They also explained that students' level of engagement in the process of learning largely depends on the questions formulated by the teachers in the classroom. Trough questioning, teacher can lead the process of critical thinking way easier and better. Thus, by managing the step of creating sharp thinking that might be new and important for students.

Asking questions is one of fundamental ways by which the teacher stimulates student thinking (Davoudi & Sadeghi, 2015). Through questioning, teacher will be able to restrain the teaching process as well as facilitate students to be engaged and

maintain the classroom interaction (Brown, 1994). Besides, the learning and literacy domains that is affected by questioning are very wide including thinking, subject matter learning, teacher development, vicarious learning, and scaffold learning process (Döş et al., 2016). As it happened, many researchers presumed that questioning hold important roles in leading students' cognitive thinking.

Consequently, it is crucial to see another aspect of teachers questioning including teacher understanding, students' responses, learning habit and more. It is also believed that the result of teacher's questions in various schools may have different tendencies depending on students' correspondence toward teacher's question during the learning process in the classroom. The various influences may also happen in accordance with the questions that the teacher attempt to ask and the student's individual proficiency level. Therefore, it still is a need to seek the process of how do teachers' questions promote critical thinking.

To know the process of English teachers' questioning practices in promoting students critical thinking and seek the information regarding the factors of its result is important. Several studies have been conducted to investigate the influence of teacher's questions on student's performance including their critical thinking. However only a few that take place in Indonesia, especially in high school level. This study analyzes the process of English teachers' questions that can promote student's critical thinking in Senior High School level. It is expected that this study will give an insight in what ways do English teachers' questioning practices promotes student's critical thinking is. This study is also expected to help strengthening the information of teacher's questions and critical thinking in the classroom especially in Senior High school level.

1.2 Research Questions

The study is conducted to answer the question of in what ways do English Teachers' questioning practices promote students' critical thinking ability?

1.3 Research Aims

The aim of this study is to seek any aspects in questioning process that promote students' critical thinking.

1.4 Scope of the Study

This study focus on the role of English teachers' questioning practices in promoting student's critical thinking and the analysis of its process based on students' and the teachers' interaction. It involves students from senior high school, specifically students from grade XI that in accordance with Indonesian curriculum are in the stage of developing their thinking skills.

1.5 Significance of the study

This study is expected to give significance input for theoretical, practical as well as professional. As for theoretical, this study is expected to give researchers an empirical information about student's tendency in responding English teachers' questions that enhance their critical thinking. It is intended to provide a picture of an effective questioning in the classroom that can improve student's critical thinking and add the English literature in the field of questioning and critical thinking. As for the practical benefits, hopefully, this research can help other teachers considering types of question they may use to promote students critical thinking as well as extrapolate their own way to apply its questioning process. Therefore, it is also expected that students will have a better learning process through the experience of teachers' questioning in their future Indonesian education system. Hence, in a professional benefit, teachers will have a better quality in performing an effective questioning process that enhance students cognitive thinking especially critical thinking.

1.6 Clarification of Key Terms

There are several terms in this study that need to be clarified in order to avoid any misinterpretation and misunderstanding toward certain concept. They are teachers' questioning and critical thinking.

Teachers' questioning is a term to employ part of teacher's talk in the class that cover the sequence process of question-answer interaction between the teacher and the students. It is also defined as an instructional cues suggesting to students' content and elements to be learned and ways of learning or experiencing said content. (Bangbade, 2004). It covers the whole process of the questioning including

the questions types, question content, question context and the interaction occurred from the questioning process. The teacher as the subject of the questioning form also took an important role. As for critical thinking, it can be simply referred to the ability in questioning something with reasonable explanation. Thus, the ability requires other complex abilities including the ability in recognizing assumption, analyzing it and conclude the assumption based on a deep reasonable process and thinking.

1.7 Organization of Paper

This paper is organized into five chapters in which each chapter has sub topics to give detail information. The organization of this paper is as follows:

Chapter I: Introduction. In this chapter it includes the background of the study, literature review, research questions, purposes of the study, research methodology, and clarification of terms and organization of paper.

Chapter II: Literature Review. In this chapter it consists of theoretical frameworks of the study, as well as theories that related to the research, ideas and issues. This chapter will also be the basic part of the research.

Chapter III: Research Methodology. This chapter focuses on the research methodology. It explains approaches and procedures, research design, research site and participants, data collection and data analysis employed I this research.

Chapter IV: Findings and Discussions. This chapter will discuss the findings of the study. It will describe the result of the research and the interpretation of the data.

Chapter V: Conclusion and Discussion. The last chapter will cover the conclusions and suggestions derived from the research findings.