CHAPTER I

INTRODUCTION

This section covers the introductory part of the thesis. It covers the background, research questions, purposes of the study, significance of the study, and the organization of this thesis. Those introductory parts will be presented below respectively.

1.1 Background of the Study

The effectiveness of directives in the teaching and learning process has been widely explored by some researchers, including its usage in the Content and Language Integrated Learning (CLIL) classroom (Craven & Potter, 2010; Dalton-Puffer, 2005). And one type of directives that is really constructive in building the students' vigor is question and it can be used as help for the students (Brown, 2007). In CLIL classroom in which an additional language is used for the learning and teaching of both content and language (Coyle at al., 2010), posing the questions will be one of good ways in eliciting the students to response. By using questions the teachers will lead their students to the way as it is recorded in the lesson plan. As it is said by Killen (1998: 11), 'questioning can be used to keep the lesson on task and to encourage students to engage in learning'. To support this, Martin (1979) has explained that questioning can be a vehicle for introducing new lessons and as a means of enabling even slow learners to be successful in their learning. Thus, it can be said that questioning can bridge the lower learners to be at the higher level of understanding.

However, the questions given by the teacher do not always get responses from the students. It could be due to the lack of knowledge of the students related to the questions given or it might be due to the unclearness of the questions themselves. When this situation happens during the teaching and learning process, then the teachers should make them clearer (Hines, 1981) by some ways such as informing, confirming, agreeing, committing, repeating and clarifying (Tsui, 1975 cited in Coulthard, 2002). However, the most important thing to be realized on the first hand is that the teachers' awareness of how they use the language affects the students' responses (Davison & Dowson, 2002), whether they give response or they choose to keep quiet as the clue of their inability to grasp the meaning. They should be aware that good questions could foster interaction between teachers and students as such kind of interaction promotes student achievement (Rosenshine, 1971). Thus, one can surmise that good questions foster student understanding and good questions can be created using some elicitation techniques when the first utterance cannot be understood.

Furthermore, according to Vygotsky (1978 cited in Halpern, 2003: 22), 'intelligence is best indexed by the way in which people learn, especially when they receive feedback about their learning, rather than in the level of learning they have achieved at some point in time'. Regarding this phenomenon, in terms of immediate oral feedback, Lyster & Ranta (1997) and Tedick (1998) share the same opinion that oral feedback can be divided into six types, namely recasts, elicitation, clarification requests, metalinguistic cues, explicit correction, and repetition. In other words, elicitation, as one of feedback, can increase the students' intelligence.

From the brief explanation above, it is clear that the success of realizing English in CLIL classroom can be achieved by using some types of elicitation in posing questions as it is difficult to manage conversation without the use of question (Thornbury & Slade, 2007). When the conversation can be managed in CLIL classroom, in question and answer, it is one of the indications that the additional language has been succeeded used both for learning language and content. For this reason, this research will investigate the types of questions and elicitations used in the teaching and learning process in Mathematics and Science classes.

1.2 Research Questions

Based on the issues of the use of questions stated in the background of the study, this research is intended to investigate the types of questions used in the Content and Language Integrated Learning (CLIL) classroom. And to find out the data needed in this study, the answers of the following research questions will be found out.

1. What types of elicitation are applied by the teachers to pose questions?

2. To what extent do the elicitation techniques affect the students responses?

3. What types of questions do the teachers employ in the classroom?

1.3 The purpose of the Study

There are two main purposes of conducting this research. The first purpose is to find out the types of questions used by the teachers in the teaching and learning process in CLIL classroom, Science and Mathematics. The second is to

explore the elicitation techniques applied by the teachers in using the questions to elicit the students' response.

1.4 Significance of the Study

This research is significant as it attempts to reveal kinds of questions used by Science and Mathematics teachers throughout the teaching and learning process. This is very substantial as question is used as one tool to know the students understanding. Therefore, it is highly expected that this research will increase the teachers' awareness of the importance of using various questions in the classroom and make them use appropriately whilst teaching. In terms of elicitation used in posing question, it is very important as it can realize the use of additional language in CLIL classroom for both learning language and content. Then, the results can support an existing theory on the use of elicitation techniques in posing questions in CLIL classroom.

1.5 Organization of the Thesis

To make the readers easy in reading and understanding the content of this research, therefore, it is organized into five systematized chapters. Chapter One presents the introduction which covers the background of the study, the research questions, the purposes of the study and the significance of the study as the final part.

Chapter Two presents review of related literature relating with teacher questions. It will discuss the importance and the purpose of the use question in the teaching and learning process. Besides, it will particularize the types of question

used by the teachers. Afterward, chapter three will elaborate the methodology of the research which covers research design, research site, research participant, data collection and data analysis.

Chapter Four depicts the findings and discussion of the present study based on the two research questions. The analysis is presented in sequence starting from types of teacher questions followed by the types of elicitations applied by the teachers when the students do not understand the given questions.

Chapter Five draws the conclusion which is taken from the findings of the present study. At the end of this section, the researcher will elaborate some possible recommendations for further studies. Next is the discussion of the limitation of the present study and put forward some suggestions for the further study on teacher questions.