

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the statement of the problem, the purposes of the study, the methodology, and the significance of the study. The organization of the study and the definition of key terms is also illustrated in this chapter.

1.1 Background of The Study

The English teaching policy in Indonesia has undergone significant changes in the last fifteen years. There have been reformation efforts in educational world, including reformation of the national curriculum. Since then the focus of the English language teaching is not only dominated on the teaching English for High School students but also it has been covered to the Elementary up to University level. It means that, all of Indonesian students have the great chance to access English nowadays.

The above phenomenon is strongly positive and vital in increasing the educational quality because English functions not only as a language for science, and technology, but also as a means of communication in economy and trade, multilateral relationship, as well as career growth (Jafar, 2008:2). Meanwhile, ninety percents of all books from elementary libraries at school to university libraries are written in English (Sunggingwati, 2001:3). Therefore, the ability to grasp and extract that all information depends largely on the student's proficiency on reading skill. In other words, reading skill plays an important role for the students who need to comprehend the whole information or the text themes.

Since reading is a very important skill for the students, great attention also should be paid to the teaching of reading, particularly to the teachers' role in reading activities. It is due to the fact that a teacher has an important role in the teaching reading as what Sibarani (2001:2) states that teacher plays a very important role in the classroom teaching. A teacher is the most important person in the reading class deciding the kind of experience the children should have. More explicitly, Bond and Dykstra (1990, cited in Chandra 2005:4) confirm that teacher is a variable underlying students success in learning to read. It is an obligation for the teachers to stimulate students' interest in reading, they must help the students to see that reading is a valuable skill for them. The students are able, of course, to do learning themselves, but the teacher has a major effect in reading activity, and can create materials appropriately in a sequence of increasing difficulty which leads to the students' improvement in reading skill. As what Eskey (1983:4) states that to bring students and to give appropriate materials altogether are very large parts of the reading teacher's job. Meanwhile, the teacher also must provide practice and introduce useful reading strategies, such as: SQ3R, scanning, skimming, inferential reading, and QAR (Question Answer Relationship) questions, reciprocal teaching (http://fys.nd.edu/reading_learning.htm), in which these can be great ways for the teacher to consider what they will do in their classes to facilitate overall comprehension in reading (Anderson, 1999:39).

Regarding the reading strategies, questioning is one of the type commonly used by the English teachers in their reading EFL classes. In line with this, Carriane (1994) found out that teachers' questions vary from 30 to 120 questions per hour. While, Borich (1992:19) states that 80% of classroom activities are devoted to asking, answering, and

reacting to questioning. Therefore, by conducting some questioning activities, it is expected to stimulate students' asking questioning skill, to promote their thoughts and to understand the ideas, to be able to diagnose and recall information, and to activate student's knowledge background (Heilman and Blair, 1981:251). Moreover, based on the previous findings conducted by Talebinezand (2003:44) and Long and Sato (1983:4) that questions and answers are very common activities if they are exploited appropriately, they can help students and teachers to judge the usefulness of what they are doing. In line with this, Scales and Shen (2004:3) furthermore, state that questions play a central role in reading comprehension instruction because they can be used to develop concepts, build background, clarify reasoning process, and even to lead the students to the higher level of thinking. Therefore, posing questioning can be a useful tool for a skillful teacher to serve numerous useful learning purposes and encourage students' level of thinking.

Since the teachers' questions quality posed to the students at reading activity is important, this present study is therefore intended to investigate the types of questions at reading activity in MTs N Model Samarinda.

1.2 Statements of The Problem

Related to the background of the study mentioned above, the researcher conducts a study concerning the reading comprehension questions used by the teachers at Mts N Model Samarinda, and the problems are formulated as follows:

1. What types of questions do teachers ask during the process of teaching reading?

2. What questioning strategies do teachers use during the process of teaching reading?
3. What are the influence of question types and questioning strategies used by teachers in the class interaction during the process of teaching reading?

1.3 Purposes of The Study

In line with the research problems above, this study attempts to describe the process of reading comprehension questions used by the teachers at Mts N Model Samarinda. To be more specific, the purposes of the study are:

1. to observe types of questions used by the teachers during the process of teaching reading?
2. to identify questioning strategies used by the teachers during the process of teaching reading?
3. to know the influence of question types and questioning strategies used by teachers on class interaction during the process of teaching reading?

1.4 Methodology

In accordance with the problems of the study stated above, this study applies a descriptive method. The main focus of this study is to observe or to find out the teachers' questions used in reading activities at Mts N Model Samarinda. In this study, the researcher took three teachers purposively to be observed as samples, then the distribution of questions posed by the teachers was recorded and transcribed based

on the level of comprehension and some questioning theories related to this study can be covered through reading activities.

The data collection used in this study are the classroom observation and interview. In taking the data, the researcher used an observational qualitative design to know in details the process of the teachers' questions given to the students during the reading activities. The data taken from the teachers' questions were then analyzed by using types of level comprehensions and other theories supporting this study. Methodology is further elaborated in Chapter III.

1.5 Significance of The Study

The findings of this investigation illustrate types of questions and questions strategies used by the teachers to the students in reading activities. Overall findings are expected to give benefit to the teachers, mainly to the teacher at Mts N Model Samarinda, other teachers at different level of school grades, and other researchers who will take a study on the similar field, particularly how to pose or frame the types of questions to the students in teaching reading comprehension.

1.6 Definition of the Key Terms

To avoid misinterpretation of the terms used in this study, the definition of the key terms are provided as follows:

Reading class : a room students where learning reading skills in the classroom in conducted.

Types of teachers' questions: the questions given to the students that consists of : (a). Literal, (b) reorganization, (c). Inferential, (d). Evaluation, (e). Appreciation (Barrett, 1968, cited in Clymer, 1968).

1.7 Organization of the Thesis

The thesis consists of five chapters. Chapter one illustrates the background of the study, the statements of the problems, the purposes of the study, research methodology, the significance of the study, and the definition of the key terms.

Chapter Two elaborates the review of related literatures about reading comprehension, types of questions, questioning strategies, and other supporting theories underpinning this thesis.

Chapter Three provides the methodology consists of research design, research site and participant, data collection methods, and data analysis method.

Chapter Four discusses research findings in connecting to teachers' questions given to the students and question strategies used in reading activities, and the influences of the types of questions and questioning strategies in questioning interaction.

Chapter Five covers some important points of the findings, and the significances which are related to the quality of teachers' questions posed to the students, mainly to the teachers at MTs N Model Samarinda. The suggestions are also given to the other researchers.

1.8 Concluding Remarks

This chapter has elaborated the background of the study, the statements of problem, the purposes of the study, methodology, significance of the study, the clarification of key terms, and organization of the thesis. In chapter two elaborates in details the literature review of related theories underpinning the types of teachers' questions.

