

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

Teacher questions have traditionally been seen as an important component of teacher talk and the core of effective teaching in the classroom context. Asking questions is one of the most common teaching tactics used in the classroom. Asking questions is also an interesting thing in learning. Ruswandi (2010) in Azhari et al. (2021) mentioned that interesting teaching starts by giving special attention such as asking a number of questions, so that students feel they are seen and will always generate interest in their learning. Kauchak and Eggert (2008) mentioned that effective questioning depends on the teacher's skills in creating and managing questions. However, teachers also have often common problems that occur while teaching in class, such as students being unresponsive and avoiding interaction with the teacher (passive). This occurs when a teacher tries to pose a question to the class as a whole, with the expectation that one or two students would provide needed response. This can be a frustrating experience for both teachers and students. In fact, many students are often reluctant to respond even though they understand the question, know the answer, and are able to produce an answer. In addition, students are somewhat reluctant to provide feedback. Students do not respond to the instructor's questions voluntarily and do not participate in class discussions. Most of the class members sit quietly and just enjoy what the teacher is talking about. Even though, the teacher wants students to be more positive and communicative in providing feedback. This looks

interesting because it really triggers and encourages the creativity of the teacher in making and asking questions.

To understand patterns of classroom communication, especially by giving questions to students, teachers need to understand how the dynamics of classroom communication affect perceptions and participation in classroom activities, and then enable them to monitor and adjust these patterns to create a beneficial environment for classroom learning. Vuleta & Martinović, (2019) mentioned that, one way to trigger students' intention or courage in answering the questions given by the teacher is to give easy questions. With that the teacher and students can establish a dialogue relationship. However, it is important to know that not all questions are in this level; there are difficult questions that take a lot of time for students to think about or work on. For that Kauchak and Eggert, (2008) mention what questions will get the best results. This means that teacher needs to prepare appropriate questions according the levels of difficulty and to relate the questions to the teaching material discussed during the teaching classroom learning process.

In teaching and learning process, sometimes teachers only teach without giving any questions. Some factors for it because they are in hurry, they do not well understand the material, they do not care about the students or they are lazy. Erianti et al. (2018). Brown (2001) in Erianti et al. (2018) suggests that one of the best ways of teacher being an initiator and sustainer of interaction is by employing questioning strategies in teaching and learning process. Besides that one of many ways to invent interactive classroom is through teacher questioning

strategies. Sujariati, (2021) states that questioning strategy is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance students work and thinking. According to İnan & Fidan, (2013) asking questions to the students is an important part of the teaching and learning process because it can stimulate students to learn, gain knowledge and improve their critical thinking.

In addition, students' responses are also needed in the teaching-learning process. It can serve as a direct assessment to know whether students already have good understanding of materials being taught or not. According to Nasir, (2020), students' responses are used to make students achieve in the class. He also stated that each individual is challenged to formulate an answer to the question, to think about the course material, which can lead to a better understanding of complex concepts. In conclusion, it is also important to investigate the students' responses.

Based on the explanation above, the researcher is interested in examining the teachers' questions. The researcher wants to identify the types of questions used by teachers in English class and how students respond to the questions.

## **1.2 Research Problems**

Based on the background above, the writer identifies two problems, formulated in the question below:

1. What types of questions are used by the teacher in classroom?
2. What are the reasons for giving the questions?

### **1.3 The objectives of study**

Related to some problems above, the objective of the study is as follows:

1. To determine the type of questions used by teacher in classroom
2. To determine the reasons for giving the questions

### **1.4 Significance of the study**

This study is expected to provide theoretical, practical and pedagogical meaning. Theoretically, this study aims to find out the study of the types of questions used by English teachers in class and at the same time to find out how teachers view or respond to questions posed by students in class. The results of this study can provide a more comprehensive picture of the things that underlie teachers' questions in English class. In addition, it contributes to deepening understanding and becomes an additional reference in asking questions in the learning process so that there are no misunderstandings in pragmatic competence.

Practically and pedagogically, this study aims to add new knowledge for readers to carry out asking strategies in class so that readers can find out the types of questions used by the teacher so that there are no misunderstandings about communication between students and teachers in class. It is also hoped that it will be useful for future researchers who are interested in the teacher's asking strategy in class.