

CHAPTER I

INTRODUCTION

This chapter provides the background of study related to questioning during EFL classroom instructional process which will be conducted in class X IIS 2 of MA Ma'arif Udanawu. It begins with the issues related this study and explain what prompted the researcher to conduct the research in which accumulated in background of the study. It then moves to identify the research question which the researcher wants to discuss and clarifies the objectives and the significances of doing this study.

A. Background of Study

The aims of education according to Indonesian Law no. 20 year 2003, is to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, aims to develop the potential of learners to become human beings who believe and be cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. The aims of the education above can be aligned with the demands of the modern era with some changes in teaching methods. Harsono (2008) proposed that students should be engaged actively in learning process in order to acquire good result (Purwanto, 2009; Setyorini et.all, 2011; Halimah, 2012; Subhan 2013). This way is then said active learning. It is the alternative way of traditional teaching method (Ennis, 1996; Kumar, 2007).

In relation to the active learning, the study of PISA (Program for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) show that Indonesian students have low quality. The reports of both programs show that the students of Indonesia are lack of critical, analytic, and procedural competences. Learning that only transfer knowledge and does not involve students in learning is one of the causes of the deterioration of education in Indonesia (Harsono, 2008; Nur and Madkur, 2014). Moreover, a common problem that EFL (English as a foreign language) teachers who are facing is to deal with a passive class, where students are unresponsive and avoid interaction with the teacher. EFL teachers often face unresolved classic problems, the passive class, where students are unresponsive and avoid interaction with the teacher. This happens when a teacher interacts with students, such as asking questions to the class as a whole, eliciting at least one student response (Ma, 2008; Irmayanti & Rustandi, 2014).

Students often are reluctant to made response even if they understand the questions, know the answers, and are able to produce the answers. Moreover, students are rather reluctant to give feedback. The students, as a whole, don't respond voluntarily to the instructor's questions and don't participate in class discussions. Most of the class members sit looking straight ahead using minimal facial expressions, gestures and verbal utterances. Hence, the teachers receive little oral feedback. What the teachers want are the students to be more positive and overtly communicative in their feedback (Shen and Yodkhlumlue, 2012).

In Indonesian college, passive participation is also often found. Previous research revealed that many educators still use methods that are less relevant in responding to the progress of the times. The learning method "I lecture, you listen" is still coloring education in Higher Education. Lecturers are central figures, and approximately 80% of their time is used to transfer their knowledge conventionally (one-way traffic), while students sit listening to their lectures with minimal activity without activating prior knowledge relevant to the subject (Harsono, 2006 & 2008).

It is necessary for teachers to understand how the dynamics of classroom communication influence students' perceptions and participation in classroom activities, and then it may enable them to monitor and adjust the patterns of classroom communication in order to create an environment that is conducive to both classroom learning and second language acquisition. The patterns of classroom communication ultimately determine students' participation in classroom activities by using the language, and the opportunities and efficiency of the target language acquisition. One of the key language teaching methods is to use questioning as a learning tool to promote classroom interaction. Questions are easy to "trigger" thinking, ignite inquiry and establish dialogic relationships. However, it is important to know that not all questions achieve these (Ma, 2008). In Indonesia, the way of teaching using questioning techniques has actually regulated on the Curriculum 2013.

The Curriculum 2013 is the development of the 2006 Curriculum or well known as Curriculum-based Competence. In the Regulation issued by the Minister of Education and Culture (*Permendikbud*) No. 81a/2013, it is stated that the process learning according to the curriculum 2013 is a process of education provide opportunities for students to be able to develop any pattern learning that occurs inside the two way interaction between teachers and student, meaning that teachers do not have to always be the more dominant.

Curriculum 2013 frames the teaching learning process by focusing on students as the subject who is actively involved in the teaching learning process, so it is also known as student-centered curriculum. As stated in Minister of Education and Culture website (litbang.kemdikbud.go.id), Curriculum 2013 is a concept of education and culture that develop the students' probity characteristic. In case, the teacher must stimulate students to observe, make question, associate, experiment, and then communicate. All those steps are called as Scientific Approach. It is believed to be the golden bridge and the development of attitudes, skills and knowledge of students.

The steps for conducting Scientific Approach in the learning process includes digging through observation, questioning, trial, and then process the data or information, presenting data or information, followed by analysing, reasoning, then concluded, and creates (Daryanto, 2014). In a learning process, teachers should select and determine appropriate teaching procedures, such as approach, strategies and methods of teaching

in order that the learning objectives will be achieved successfully. In order to strategies as the way of teaching especially teaching English, questioning strategy can be the right solution in the face of curriculum of 2013 and the class activity which is passive.

Teachers have been using questions as a means to assess their students since the invention of the Socratic Method around 400 BC to challenge assumptions, expose contradictions and lead students to new knowledge and wisdom. Questioning techniques, however, made their boldest entrance into the forefront of teaching discussions in the mid 20th century with Benjamin S. Bloom's Taxonomy of Educational Objectives: The Classification of Educational Goals. Here Bloom broke the cognitive domain into six categories, which form the basis of most modern questioning techniques. More recently, Bonwell and Eison redefined the term "active learning," and in doing so caused the teaching community to embrace innovative questioning techniques in order to improve the learner's ability to retain knowledge and increase their level of thinking (Giacomozzi, 2007).

Teacher questions are considered to be "the basic unit underlying most methods of classroom teaching". Questioning is served as a valuable medium of instruction in which students are stimulated to think and learn (Gall and Ellis in Wangru, 2016). Meanwhile, questions can be seen as a device for controlling the flow of interaction on the whole class. Ellis (2008) said that questions were significant because they require responses and serve as a means of obliging learners to be involved in classroom

interaction with communicative language. Questioning is regarded as one of the most frequently used strategy as well as the major source of comprehensible language input in classrooms.

The standard pattern in the classroom is one in which the teacher asks question, and one or more students respond the question (Richard, 2000). Then the teacher evaluates the respond. In order to that, Ellis (2008) proposes two reasons why teacher asks question in their classroom. *Firstly*, question require responses; therefore, they serve as a means of obliging learners to contribute to the interaction. Learners' responses also provide the teacher feedback which can be used to adjust content and expression in subsequent teacher-talk. *Secondly*, question serve as a device for controlling the progress of the interaction through which a lesson is enacted. It has been found that question can also be used to motivate students, to revise, control, test or assess, explore, explain, encourage students to focus on an particular topic, elicit information, and check understanding and to control behaviour.

The situation in which the questioning session dominates the teaching learning process which has been studied by Ndun (2015) exist in a Tomorese educational setting. In the classroom, teachers ask a lot of questions related to the lesson being taught. One of the reasons for doing that is to get students to speak up. Related to English learning, students are expected to produce in the target language. One way to make this expectation come true is by answering the questions using English. Classroom interaction will happen when students respond to the teacher's

question, and vice versa. This implies that students can actively participate in the classroom when they are questioned, and the same time they need to answer the questions by using the target language. Moreover, students' language proficiency can be improved through interaction between the teacher and the students and among the students themselves.

In the classroom, teacher's questioning is used most frequently as one of teaching techniques to initiate classroom talk. It is evident that a question is the strongest point of effective teaching which can stimulate students' motivation, focus their attention, help their learning and thinking, and also help the teacher know how well a student's learning is (Dillon, 1988). Therefore the investigation on teacher's questioning behaviour has been an important issue in the language classroom. There have been many research studies which revealed that teachers preferred to ask plenty of questions with different purposes in the classroom (Giacomozzi, 2007; Tan, 2007; Harsono, 2006&2008; Ma, 2008; Dumteeb, 2009; Almeida, 2010; Ndun, 2015; Wangru, 2016). Obviously, during the process of teaching and learning, questioning plays a crucial role. Therefore, studying 'questioning' positions the important one as classroom instructional process. Question-and-answer activity is viewed as the most common form of communication between students and teachers in the classroom.

Based on the background above, the researcher decided to conduct the research at MA Ma'arif Udanawu. This setting is appropriate by some considerations in order to find the data concerning teachers' questioning techniques in classroom instruction especially the one in which applying

active learning (students engaged in classroom activities). MA Ma'arif Udanawu is the biggest *madrasah aliyah* in Blitar regency which accredited A. This institution applies active learning instruction. It is found after interviewing some students before the researcher do this research. The criteria of active learning theory intended in this study is based on Demonburn (2017: 279-281). He conveys several activities in active learning instruction: 1) make individual/group presentations to the class; 2) be graded on class participations; 3) solve problems during class; 4) answer questions posed by the instructor during class; 5) ask the instructor questions during class; 6) preview concepts by before class by reading, watching videos, etc. the researcher also had experienced and involved studying in this institution, therefore the reasearcher knows how well it is compatible this study.

B. Research Question

This study intends to know the characteristics of questions are conveyed during EFL classroom instructional process, the following three research questions are developed:

1. What questions are implemented by the teacher during EFL classroom instructional process?
2. What questioning techniques are applied by the teacher during EFL classroom instructional process?

C. Research Objectives

This study aims to identify and describe questioning during EFL classroom instructional process, specifically as follow:

1. To identify the EFL teachers' questioning during teaching and learning in the classroom
2. To identify the questioning techniques are applied by the teacher during EFL classroom instructional process

D. Significance of the Study

This study will be significant for the areas of research, theory and practice. The significance in the research means to give some understanding on 'questioning'. It is to know what kind of the question given by the teacher during EFL classroom instructional process, furthermore, to describe the teacher techniques on conveying the question. It also helps for the future researcher in order to fill the lack of the research concerning 'questioning' in EFL classroom especially in Indonesia.

Theoretically, this study will be beneficial for the teachers on teaching and learning effectively. One way to teach effectively (Ennis, 1996) is by recognizing that questioning serves various purposes and create diverse levels of thinking. Some questions require only a superficial understanding while others cause students to go beyond memory and use other thought process in forming an answer (Richard 2000; Giacomozzi, 2007; Ma, 2008). By learning different kinds of questions and the different functions they serve, it is a crucial step in being able to use all types of question effectively.

The contribution for the practice, there are two main points. *First*, this study can depict classroom interaction in term of the levels of cognitive questions which focused on Bloom and taxonomy of question based on Wu. *Second*, this study could raise teachers' awareness of the role of questions and questioning techniques. Hence, this will further help teachers understand what the question should produce and what is the function of the question given. By doing so, teachers can prepare questions which completely analyze the content of lessons and engage students in active interactions during classroom participation.

E. Scope and Limitation of the Research

This research aims to describe the teachers' questioning techniques during EFL classroom instructional process. Especially only at the 10th grade of MA Ma'arif Udanawu and it is includes:

1. EFL teachers' questioning during teaching and learning in the classroom.
2. EFL teachers' questioning techniques during teaching and learning in the classroom.

F. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study:

1. Types of Question

A question is any sentence which has an interrogative form or function. In classroom settings, teacher question are defined as instructional cues or stimuli that expose students to the content

elements to be learned (Cotton, 2001). Here the researcher analyse the types of question based on Bloom's taxonomy.

2. Teachers' Questioning Technique

In the language classroom setting, where foreign language learners should have a great number of tools for initiating and maintaining language, encouraging the learners to respond to teachers' questions can provide stepping stones for developing their interactive ability and skills. It also fosters cooperation, promotes critical thinking, allows them to become creative and innovative, and enhances their sense of competence and self worth (Brown, 2004). In this study, questioning technique means the way how teacher executes the questions to gain students' responses of classroom interaction during teaching learning process.