

CHAPTER I

INTRODUCTION

This chapter provides the background of the study in connection with the question in the teaching of English as a foreign language, which will take place in Junior High School MTs N10 Blitar, it begins with the related topics of the study and explains what the researcher intends to do. Has motivated conduct of the research in which it accumulates in the background of the study, then identifies the research question that the researcher wishes to discuss and clarifies the goals and meanings of conducting this study.

A. Background of Study

In terms of active learning, the PISA (Program for International Student Assessment) and TIMSS (Study of Trends in International Mathematics and Science) studies show low quality among Indonesian students. Reports from both programs show that Indonesian students lack critical, analytical, and procedural skills; Learning that only imparts knowledge and does not involve students in learning is one of the causes of the deterioration in education in Indonesia (Harsono, 2008; Nur and Madkur, 2014). The common problem faced by EFL (English as a Foreign Language) teachers is dealing with a passive class in which students do not react and avoid interaction with the teacher. EFL teachers are often faced with unresolved classic problems, the passive class in which the student is unresponsive and avoids interacting with the teacher. This happens when a teacher interacts with the students, for example by asking questions to the whole class and receiving at least one answer from the students (Ma, 2008; Irmayanti & Rustandi, 2014).

The Aims of Education under Indonesian Law No. 196/2003. 20 year 2003, aims to develop the ability and shape the character and civilization of a worthy nation to educate the life of the nation, aims to develop the learners' potential to become people who believe and are careful with the Almighty God, noble, sane, knowledgeable, able, creative, independent, and become a democratic and responsible citizen. The goals of earlier education can be adapted to the demands of modern times with some changes in teaching methods. Harsono

(2008) suggested that students should be actively involved in the learning process in order to achieve a good outcome (Purwanto,2009;Setyorini et. All, 2011; Halimah,2012;Subhan 2013). This is then called active learning. It is the alternative form of the traditional teaching method (Ennis, 1996; Kumar, 2007).

Teachers need to understand how the dynamics of classroom communication affect students' perception and participation in classroom activities, and then enable them to monitor and adjust communication patterns in the classroom to create an environment conducive to both. Teachers need to understand how the dynamics of classroom communication affect students' perceptions and participation in classroom activities, and then enable them to monitor and adjust communication patterns in the classroom to create an environment that is conducive to both. One of the most important language teaching methods is the use of questions. as a learning tool to encourage interaction in the classroom. Easy questions to "start" thinking, trigger questions and build dialogic relationships. However, it is important to note that this was not achieved in all questions (Ma, 2008). In Indonesia, the way of teaching with questioning techniques is regulated in the 2013 curriculum The 2013 curriculum is the further development of the 2006 curriculum or known as curriculum-based competence. In the Ordinance of the Minister of Education and Culture (Permendikbud) No. 81a / 2013, it is stated that the learning process according to the 2013 curriculum is an educational process that offers students the opportunity to develop any learning pattern that occurs within the mutual interaction between teachers and students, which means teachers don't always have to be the most dominant.

The 2013 curriculum frames the teaching and learning process with an emphasis on students as subjects who are actively involved in the teaching and learning process. Hence, this program is also referred to as a student-centered program. As stated on the website of the Ministry of Education and Culture (litbang.kemdikbud.go.id). Therefore, teachers should encourage students to observe, ask questions, associate, experiment, and then communicate. The discovery of the Socratic method around 400 BC Chr. Teachers use questions as a

means to develop their students. Questioning assumptions, uncovering contradictions, and directing new knowledge and knowledge.

In the discussion of Teaching from the 20th Century Using a Taxonomy of Educational Goals: Classification of Educational Goals Benjamin S. Bloom, Bloom divides the cognitive domain into six categories that form the basis of most modern questioning techniques. Recently, Bonwell and Eison have redefined the term “active learning”, encouraging the teaching community to use innovative questioning techniques to enhance students' ability to retain knowledge and improve their thinking (Giacomozzi, 2007). Teacher questions are considered "the basic unit that underlies most classroom teaching methods". Questions serve as a valuable teaching medium in which students are encouraged to reflect and learn (Gall and Ellis in Wangru, 2016). Meanwhile, questions can be viewed as a means to control the flow of interaction throughout the class (Harsono, 2008) these questions are important because they require answers and serve to encourage students to use communicative language to engage in interactions in the classroom.

The standard pattern in the classroom is where the teacher asks a question and one or more students answer the question (Richard, 2000), then the teacher evaluates the answer, which Ellis (2008) suggests two reasons why teachers should ask questions in class, namely: *First*, questions require answers, therefore they serve as a means to make students contribute to the interaction. Student responses also provide teacher feedback that can be used to adjust content and expression in subsequent teacher interviews. *Second*, questions serve as tools for monitoring the progress of the interactions through which lessons are delivered. It has been shown that questions can also be used to motivate students, review, control, test or evaluate, explore, explain, and encourage students. focus on a particular topic, gather information, check to understand and observe behavior.

The situation investigated by Ndun (2015), in which the question and answer session dominates the teaching-learning process, is in a Tomorese educational setting in which teachers ask many questions related to the lesson being taught. To do this, the students have to speak. In terms of learning English, students are expected to produce in the target language. One way to meet this

expectation is to answer the questions in English. The interaction in the classroom takes place when the students answer the teacher's question and vice versa. This implies that if asked, students can actively participate in the class and at the same time have to answer the questions in the target language. In addition, students' language skills can be improved through interaction between teachers and students and with each other.

In the classroom, teacher questions are most commonly used as one of the teaching techniques to initiate speaking in the classroom. It is evident that a question is the strongest point of effective teaching that can stimulate student motivation, direct their attention, aid their learning and thinking, and help the teacher know how well a student is learning (Dillon, 1984) .

Research on teacher questioning behavior is an important topic in language teaching. We can conclude by the fact that the questions with different objectives in the above grade (Giacomozzi, 2007; Harsono, 2008; Richard, 2000, Ellis, 2008; Dillon, 1984; Ndun, 2015; Wangru, 2016). But it is clear during the teaching and learning process that asking questions plays an important role regardless of the goal. Therefore, it is important as a learning process in the classroom there is a question and answer activity which is seen as the most important and common form of communication between students and teachers in the classroom.

The researchers decided to conduct research at MTs N 10 Blitar. Based on the above background, decided to conduct research at MTs N 10 Blitar (Madrasah Tsanawiyah Islam Negeri) located in Ponggok, Sumbernanas, Blitar, East Java. With some considerations such as the MTs N 10 school is new, but this school already has B accreditation and implements active learning and the teachers at the school are mostly civil servants (PNS) and include English teachers. To find out how the learning process uses the questioning technique by researching classroom learning, where teachers and students are directly involved in-class activities.

The activity of asking questions in the classroom can happen to anyone, between teachers and students or between students and students themselves. "Asking students is one way to understand the lesson, add new insights and strengthen what was previously still in doubt or unclear" (Cholifah, et al, 2013: 2). Questioning activities are important to arouse curiosity, interest in learning, concentration, and a sense of criticism in students. The lack of student participation in questioning activities can also be caused by the way the teacher

teaches. The way the teacher teaches is also the key to the success of asking students to ask questions.

B. Formulation of the 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 types of questions were implemented by the teacher during the EFL classroom instructional process in junior high school?
2. What type of questioning techniques were implemented by the teacher teaching in junior high school?
3. What are the reasons for implementing the teacher's question techniques in junior high school?
4. What is the implication of implementing such question techniques for the student's English Performance?

C. Purpose of the Study

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

1. To identify the types of questioning during teaching and learning in the classroom.
2. To identify the techniques of implementing the teacher's question techniques in junior high school.
3. To identify the reasons of implementing the teacher's question techniques in junior high school.
4. To identify the implication of implementing such question techniques for the student's English Performance.

D. Significance of The Study

This study will be relevant to research, theory, and practice. The importance of research means providing insight into "questioning". Know the types of questions the teacher asks during the teaching process in English as a

Foreign Language class and explain the techniques the teacher uses to ask these questions. It also helps future researchers to fill research gaps on the topic of "research questions." By asking questions in the classroom during the learning process carried out by teachers in English as a foreign language class, especially in Indonesia.

In theory, this research will be useful for teachers in the teaching and learning process effects such as in the learning process to make students understand, not only by the teacher delivering the material but by asking questions to students to make it easier to understand and respond to what the teacher conveys. One way to teach effectively (Ennis, 1996) is to recognize that questions serve many purposes and create different levels of thinking. Some questions require only a superficial understanding, while others cause students to go beyond memory and use different thought processes to find answers to the questions (Richard 2000; Giacomozzi, 2007; Ma, 2008). Able to use all types of questions effectively.

Contributing to the practice, there are three main points:

1. This study can show the classroom interaction in terms of the levels of cognitive questions that were Bloom-focused and the taxonomy of questions based on Wu.
2. The role of questions and questioning techniques. Hence, this will further help teachers understand what the question is supposed to bring up and what the function of the given question is. This allows teachers to prepare questions that fully analyze the lesson content and engage students in active interactions while attending the class.
3. Implementation of Question Techniques in EFL learning in junior high school to implement the teaching and learning process, asking questions is an important role for active learning, with question instructions from the teacher so that students respond and pay attention during the learning process so that it can increase students' language performance by using questions techniques.

E. Scope and Limitation of the Research

This research is focused on the questioning technique that is used in the EFL learning process in the classroom in junior high school. and the limitation of this research is the teachers and students of VIII-A at MTs Negeri 10 Blitar.

F. Definition of Key Terms

To have the same idea and concept in this study, the researcher clarifies the terms used in this study:

1. Types of Question

The Terms type of questions in this study is defined as cues or stimuli that bring students closer to the content elements to be learned.

2. Questioning Technique

The Questioning Technique learning in the classroom is meant In this study, the questioning technique means the way the teacher performs the questions in order to get the answers from the students.

3. Instructional Process

A teaching and learning approach that “engages students in the process of learning through activities and or discussion in class.