

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

The process of conveying information from mature to less mature is regarded as teaching. In teaching activities, the teacher should not just talk in front of the classroom and deliver the material, but the teacher should be able to communicate with the students. Teachers should remember that in teaching, there are three important components: material, communication, and feedback (Rajagopalan, 2019). Knowing those three components, teachers should know that the main goal of teaching is not only to transfer knowledge but also to communicate it. Thus, in communicating the knowledge, the teacher not only gives what she or he knows but also conveys context and basic assumptions.

There are numerous activities the teacher can do to interact with the students; one of them is questioning activities. Questioning activity is a tool that the teacher can use to communicate knowledge because questioning activity is two-way communication involving teacher and students. Nashruddin and Ningtyas (2020) explained that a question is any sentence or gesture spoken by someone to another person to ask for information and expect a response; Fitriarti (2017) stated questions in teaching context as any sentence in the interrogative form that can pique a learner's interest in the content elements to be learned and help them gain knowledge. Teachers do questions excessively in the classroom, and data showed that teachers often set aside much time, around 35% to 50%, to ask questions (Clark et al., 2019; Joseph, 2018; Morris & Chi, 2020). Knowing that questioning activity is a “must-do” thing in the classroom, the teacher should ask a question that is adapted to the purpose of the classroom’s activity; this is in line with Fitriarti’s (2017) statement that the question is the primary tool to reach teaching purposes. Questions that the teacher asks the students to actively participate in the learning process, where students’ participation in the classroom is important because that is one of the factors in achieving learning objectives.

In the previous study, Astrid, et al. (2019), identified the English teachers' questioning strategy. This study resulted in three types of questions used by the teachers and the reasons why the teachers used these questions. The obtained types are convergent, divergent, and procedural questions. This study found teachers' four reasons for using those questioning types; are recalling students' understanding, attracting students' attention, increasing students' thinking at a higher-order level, and engaging students in learning activities.

Previously, the researcher observed the questioning activity in one of the junior high schools in Tasikmalaya as a pilot study to see the issue of teacher's questioning. Based on the observation, it can be seen that the teacher used questioning at the beginning of the lesson, lesson presentation, discussion session, and evaluation session. The teacher used many questions in the discussion session because, in this session, the teacher discussed and did questions and answers about the lesson material. This issue is very interesting to investigate because there is still little attention to the teacher's questioning activity, as Milawati et al. (2020) explained that questions are the integral part of teaching-learning but inability of teachers in delivering creates failure and in the real classroom questioning activity just being designed to ensure whether students understand the information provided or not. However, despite the fact that there has been many researches discussed questioning activity, most researches have studied the questioning technique the teachers use in the classroom and the reason why the teachers use those technique. Hence, to fill this void this research focuses on looking the questions type that is used by the English teacher and describing the impact of questions used on students. Hopefully, this research will be very useful for Indonesian secondary-level teachers to pay more attention to their questioning activities in the classroom.

However, those studies did not specify the types of questions based on the objective of teaching activities. To meet this deficiency, the researcher wants to specify questions tailored to the objective of teaching activities by Blosser (2000) consisting of managerial questions, rhetorical questions, closed questions, and open questions.

## **1.2 Formulation of the Problems**

1. What kind of questions used by the teacher in the English classroom based on Blosser's classification?
2. What is the impact of questioning used on students?

## **1.3 Operational Definitions**

### **1.3.1 Teachers' Questioning**

Teacher's questioning is the teacher's strategies in teaching the material or purposes of eliciting information, checking understanding, controlling behaviour, engaging learners' attention, and evaluating learners' progress.

### **1.3.2 EFL Classroom**

EFL classroom is a class that contains programs for learning English in areas where the language is not English, for example Indonesia.

## **1.4 Aims of the Research**

The aims of the research are first; identify the questions used by an English teacher. Second, to identify the impact felt by students from questioning used by the teacher.

## **1.5 Significance of the Study**

- 1.5.1 Theoretical Uses : This research enriches the contribution of literature for kind of questioning English teacher use in the classroom and its impact.
- 1.5.2 Practical Uses : This study provides references for teachers in delivering questions and how that can affect students
- 1.5.3 Empirical Uses : This study provides empirical insights for the researcher into questions type that is used by English teacher and its impact on students