

# CHAPTER I

## INTRODUCTION

### A. Background

Teacher questioning is perceived as the key to encourage and stimulate students reasoning. Wragg & Brown (2001, as quoted by Lee & Kinzie, 2012, p. 859) described that teacher's effective questions demand students to challenge their existing and promote students' reasoning skills. Indirectly, through the teacher's effective questions, the students can explore their skills in mentioning the reason. Additionally, Farahian & Rezaee (2012) asserted that "teacher question may serve various functions such as focusing attention, exerting disciplinary control, getting feedback and most important of all, encouraging students to participate" (p. 162). The teacher question can set the teaching learning process more effectively. Moreover, encouraging students' participant in learning is thoroughly a teacher responsibility. Moreover, Shaunessy (2005) stated, "students should have the opportunity to share their responses to these questions with each other in pairs, small groups, whole-class discussions, or in conference with the teacher" (p. 23). Hence, the teacher should give a chance to invites the students to speak up and share what are they thought.

Based on pre-observed has been conducted by the writer, she found there are a few of teacher whom did not use the question during classroom activities. The teachers taught with yes or no questions, whether the question more attractive that can increase the students deep thinking. Teacher who does

not care about her/him questions on students in teaching and learning process is worth for a research since the condition can affect interaction less and students cannot explore their ideas because there is no stimulation in order to increase their knowledge. It is in line with the purpose of the study conducted by Sujariati, Rahman & Mahmud (2016). They said that the teacher question is not only to stimulate the interactions but also to encourage the students communicate in a real-life setting, to build a closer connection with the students, and to help the students deal with difficulty in expressing themselves because of their limited vocabulary. In addition, in the study of Lee & Kinzie (2012), it was found that when questions were open-ended, students employed a more varied vocabulary and more complex sentence structures. When teachers' questions were oriented toward prediction and reasoning, students practiced these higher level cognitive skills in responding.

A previous study has been conducted by Feng (2013). It focused on investigating the nature and teachability of critical thinking, analyzing and discussing the functions and types of teacher questions as well as Bloom's Taxonomy of Questions (p. 147). Additionally, it was expected to help EFL classroom instructors gain a deep understanding of teacher questions and get to know how to employ higher order questioning to foster EFL students' critical thinking ability (Feng, 2013, p. 147). It involved EFL teachers as the research participants. It was found that asking higher order questions is imperative to the development of EFL students' critical thinking ability (Feng, 2013, p. 151). Moreover, to some extent, the questions asked by teachers can determine the

direction in which their students' thinking goes. Only when students' thinking goes somewhere do students learn anything of value (Feng, 2013, p. 151). Based on the results from the study, skillful use of wait-time and creating a safe, respectful and encouraging thinking environment are integral to fostering higher order thinking skill of students. Hence, in order to achieve effectiveness in higher order questioning, EFL teachers need to know how to exploit good questioning strategies (Feng, 2013, p. 151). However, the gap is left to study further about the level of questions used by an EFL teacher in Indonesia.

Considering the importance of teacher's question, it is necessary to conduct this current research which focuses on investigating what level of question type used by an English teacher in EFL classroom is.

## **B. Formulation of the Problem**

This research focuses on answering a single research question, "what level of question is used by an English teacher in EFL classroom?"

## **C. Operational Definitions**

To avoid misunderstanding in interpreting the term used in this research, the writer describes some operational definitions related to the topic of this research, as follow:

1. Teacher Questions : Effective questions used by the English teacher to stimulate and to promote students thinking and reasoning.
2. EFL Setting : It is a situation and place at the tenth grade in one of senior high school in Tasikmalaya

where English is learned as a foreign language.

#### **D. Aim of the Research**

This research aims at investigating the level of questions used by the teacher in EFL classroom.

#### **E. Uses of the Research**

There are some contributions expected from the results of this research, as follows:

##### **1. Theoretical Use**

This research is expected to give some contributions as one of references for the readers or the next researchers who are interested in investigating teacher questions in EFL classrooms.

##### **2. Practical Use**

This research is expected to build the teacher's awareness on the importance of appropriate questions which stimulate students' responds, and attract the students to be more active in exploring their ideas through answering the questions.

##### **3. Empirical Use**

The results of the research will give experiences for the writer in writing a scientific writing, increase the writer's knowledge about leading the class activity and engaging students to more active in exploring their ideas through answering the questions.