

CHAPTER I

INTRODUCTION

A. Background of the Research

In the millennial era, education is now something that is considered important in society. According to Eko Triyanto (2013), education is a human need as long as humans live. Without education then in living, this life humans will not develop and will even be retarded. Thus, education must be really directed to produce quality human beings who are able to compete, have noble character and good morals. There have been many education-based institutions such as elementary, middle school, high school etc. A school is a place where there is an interaction between teacher and student. In teaching and learning activities in schools, teachers and students become players in the activity. Interactions and reciprocal relationships obviously occur among them. We have entered the information digitalization era, and there have been many changes in classroom teaching and student activities since the education reform. The teaching atmosphere in the classroom becomes more critical, lively and interesting. This situation causes teaching and learning activities to be more colorful and memorable.

In teaching and learning activities there should be interactions that occur between students and teachers. While Gholami (2014) note that there is a relationship between student oral participation and teachers' questioning

techniques and types of classroom activities. In this case, teachers' questioning techniques play an active role in carrying out an interaction that will continue. Besides, teaching and learning activities exist within the scope of English foreign language (EFL).

Teachers' questioning techniques are traditionally seen as an important component of teacher talk and the core of effective teaching in the classroom context. According to Yan Zhang and Patricia Patrick (2012), Employing high-quality questioning techniques can encourage students to no longer be passive listeners. When appropriately used, questioning techniques can inspire curiosity, stimulate interest, and intrinsically motivate students to seek new information. Asking questions is one of the most commonly used teaching tactics. Qualitative questions directly affect class activities. Effective questions depend on the use of teacher skills.

However, the problem that still occurs among English language teachers is when experiencing a passive class where almost no students respond to questions posed by a teacher. A teacher hopes that one student responds to a question posed by a teacher. If not, this can be frustrating for both parties. Although sometimes students have a question and even know the answer, unfortunately, students do not dare to express it. Students do not provide feedback which is expected by a teacher so that the class becomes more active and communicative. The students and teacher have become like a

unit that plays a role in communication in the EFL class (English as a foreign language).

One thing that affects student participation in classroom activities is the teacher's question. A class is considered a unique communication context. The pattern of class communication ultimately determines student participation in classroom activities by using language, as well as opportunities and efficiency of mastering the target language. Teacher's question is considered as something important in influencing the interaction between teacher and students, teacher questions greatly contribute to classroom communication. It depends on several aspects that exist within the teacher itself such as the teacher's personal feelings, educational beliefs, and cultural background.

Regarding the importance of teacher questions in language learning, the teacher should know what kinds of questions which are potential to support students in learning a target language. Students at the address of teacher questions sometimes or even very often do not understand what the answers of the questions are. Hence they cannot give any responses. The techniques of questions used by the teacher in EFL classroom can be used to facilitate better learning of English language, to encourage the students in order to participate in the teaching-learning process and to promote second language acquisition. As the teacher, they should know what technique of questions which help students to learn the language.

Based on the explanation above, the writer was interested in conducting research entitled “Teachers’ Questioning Techniques in EFL Classes”.

B. Reasons for Choosing the Topic

English sometimes makes students confused or bored because they will get some difficulties in comprehending the materials. In this case, most of the English teachers in Indonesia need to know the skill of using questioning for making sure that the students already have understood about the materials are about or not. In this research, we can find the teachers questioning techniques in EFL.

C. The problem of the Research

Based on the study, the researcher focuses his attention on the following problems:

1. What are teachers’ questioning techniques in EFL classes?
2. What are the purposes of teachers questioning techniques in EFL classes?

D. The aims of the Research

The aims of the study are as follows:

1. To reveal what the teachers’ questioning techniques in EFL classes.

2. To find out the purposes of the teachers' questioning techniques in EFL classes.

E. The significance of the Study

This study investigates the technique of a teacher who uses questioning in Junior High School. Some teachers tend to use questioning when they teach students. This study is expected to make a contribution for those who have a concern on an educational world especially English teaching to realize that the teachers' questioning techniques are interrelated and they give effects to English teaching and learning process.

The researcher hopes that the research will give a contribution to the improvement of the teaching and learning process:

1. Theoretical Benefit

With the teacher's techniques and basic questioning in English teaching and learning processes in students, there will be a positive interaction regarding an English material delivered by the teacher.

2. Practical Benefit

a. For Teacher

To give an input of concerning knowledge and comprehension in teaching and learning process. From this research, a teacher can improve the techniques of questioning in order to make sure that the

students already understood the material and make the students easier to comprehend the teacher's talk.

b. For Reader

With the existence of this research, it is hoped that it will provide benefits to the reader which relates to increasing knowledge about the class situation and which students in each lesson. A teacher should provide questioning with the techniques of a teacher. This research may be useful as a reference to research more accurately in the future.

F. Clarification of Key Terms

In this study, the researcher needs to explain the terms that related to the title of this thesis in understanding this study to the reader as follows:

1. Teacher's technique

According to Setiyadi (2006:14) stated that technique is something that actually takes place in language teaching or learning in the classroom. Teacher's technique is the technique of a teacher in preparing learning activities to achieve the desired learning goals.

2. Questioning

According to Caesin in Musliatin (2017) stated that questioning is any sentence, even with grammatical form, intended to elicit an answer. Asking questions is one of the most common teaching tactics used.

Questioning is the activity of giving questions that are meaningful to make sure the other person understands what is being said.

3. EFL classroom

English as a Foreign Language (EFL) is English as taught to people whose main language is not English and who live in a country where English is not the official or main language (Cambridge dictionary). EFL classroom refers to the educational situation of teaching and learning English as a foreign language (IGI Global dictionary).

