

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the study

The spread of English language globally obliges people to be able to communicate and master it. English language now is used in numerous aspects of life such as: education, business, social life, and other aspects. In Indonesia, even though English is viewed as a foreign language, the government considers this phenomenon thoroughly. Therefore, the government has decided that English is a compulsory subject started from elementary schools.

The demand on English language proficiency in Indonesia requires English language teachers to establish interactive classroom. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting reciprocal effect on each other (Brown, 2007). The interactive classroom, hence, is the result of mutual interaction between teachers and students, students and students, group discussions, and any other classroom participation (Long&Sato as cited in Shomoossi, 2004). The interactive classroom is of significance because through interaction, students can increase their language store, have opportunity to understand and use the language that is incomprehensible, help (foreign) them learn the target language easily and quickly (Brock, 1986 and Liu&Zhao, 2010). Teacher talk could be a way to establish the interaction within the classroom (Liu&Zhao, 2010).

Richards (as cited in Ma, 2006, p.6) defines teacher talk as a variety of language employed by teacher when they are in the process of teaching. In attempting to communicate with students, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to the students (Richards as cited in Ma, 2006, p.6). Appropriate teacher talk can create harmonious atmosphere and at the same time offers a more friendly relationship between teachers and students. As a result, more opportunities for interactions between them are available (Liu&Zhao, 2010).

There are several types of teacher talk (Brown, 2007). Focusing on one of the types of teacher talk, the writer would like to examine teacher question. Teacher question is the way the teacher stimulates an interaction in classroom (Brown, 2007). It is usually intended to help pupils think and contribute to discussion (Wragg&Brown, 2001). Teacher question is also employed to seek information on a specific subject (Wu, 1993).

Brown (2007, p. 172) proposes seven types of questions and typical classroom question words. They are knowledge questions, comprehension questions, application questions, inference questions, analysis questions, synthesis questions, and evaluation questions. These types of questions range from display to referential questions. Display questions are used to elicit information already known by teachers (Brown, 2007 & Shomoossi, 2004). In contrast, referential questions refer to questions in which the answers are not known by the questioner (Brown, 2007 & Shomoossi, 2004).

A number of studies have been conducted to investigate types of question frequently used by teachers in classroom. Wu (1993) investigated the question types used by four English teachers in Hong Kong. It was found that three of the teachers, surprisingly, used more referential questions than display questions. Shomoossi (2004) conducted his study in Iran and revealed that more display questions were used by the English teachers. David (2007) supported Shomoossi's findings. He found that the teachers in twenty secondary schools in Nigeria highly employed display questions than referential questions.

Since the results of studies on this topic have not been conclusive, the study about the question types used by teachers in classroom should be conducted in different contexts, such as Indonesian classroom. The writer, hence, is interested in investigating the types of question used by an English teacher and also purposes of the questions used by the English teacher in classroom in Indonesia. It is worth to examine which types of question that could create interaction in classroom.

The study was conducted in SMA Al-Yasini, Pasuruan because this school has a special class namely excellent class in grade 10<sup>th</sup> where the English teacher speaks mostly in the target language. The writer focuses on the questions asked in English because she expects that the students would respond the questions in the target language which would give them opportunity to practice their speaking skills.

In relation to the paragraph above, this study aims at describing the types of question used by the English teacher in the 10<sup>th</sup> A class of SMA Al-Yasini,

Pasuruan and also discovering the purposes of the questions asked by the English teacher in the 10<sup>th</sup> A class of SMA Al-Yasini, Pasuruan.

## **1.2 Statement of Problem**

Based on the background of the study, the writer conducted this study to answer the following questions:

1. What types of question are used by the English teacher in the 10<sup>th</sup> A class of SMA Al-Yasini Pasuruan?
2. What are the purposes of the questions used by the English teacher in the 10<sup>th</sup> A class of SMA Al-Yasini Pasuruan?

## **1.3 Objective of the study**

Reviewing the statement of the problem above, the objectives of this study are:

1. to identify the types of question used by the English teacher in the 10<sup>th</sup> A class of SMA Al-Yasini, Pasuruan.
2. to find out the purposes of the questions asked by the English teacher in the 10<sup>th</sup> A class of SMA Al-Yasini, Pasuruan.

## **1.4 Significance of the study**

The study is concerned with the types of question used by the English teacher and the purposes of the questions asked by her. Hence, practically, the result of this study may encourage English teachers to employ certain types of question that help students to engage in mutual interaction within classroom, which in turn can lead to the progress of students' language learning. The teachers

could also use certain types of question not only to check the students' understanding but also to stimulate their critical thinking.

Furthermore, theoretically, the writer expects that this study could give contribution to the knowledge of the study of English language teaching in Indonesia. Also, it is hoped that the study would give additional reference to the development of English teaching methods particularly in Indonesia as well as to further research with similar topic.

### **1.5 Scope and Limitation**

In this study, the writer focuses on the types of question used by an English teacher in SMA Al-Yasini, Pasuruan and the teacher's purposes in asking certain types of question in the classroom. The study was conducted in the 10<sup>th</sup> grade of SMA Al-Yasini, Pasuruan. There are four classes of the 10<sup>th</sup> grade. After the discussion with the English teacher and considering the availability of time, the writer conducted the research in one class of tenth grade which was the A class. The participants of the study were thirty six students and an English teacher. Furthermore, to analyze the types of questions, the writer employs the theory of Brown (2007).

Due to the scope of participants involved and the topic discussed, this study may have several limitations. First, the results may only be true to the subjects involved in this study. Second, the use and the distribution of the questions by the English teacher could be different from those of other English teachers. Therefore, the result of this study cannot be generalized.

## 1.6 Definition of Key Terms

The writer gives several definitions of the terms to avoid the misunderstanding on certain terms. Below are some key terms that need to be clarified:

1. Interaction : The collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting reciprocal effect on each other (Brown, 2007, p. 165)
2. Teacher Talk : A variety of language employed by teacher when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners (Richards as cited in Ma, 2006, p.6)
3. Teacher Question : a teacher utterance which has the objective of eliciting an oral response from the student(s) (Ur, 1996, p. 229)