

CHAPTER I

INTRODUCTION

This is introductory chapter of the present study. It is consisted of background of the study, research question, objective of the study, and pedagogical significance.

A. Background of The Study

Teacher's question or teacher questioning is one of the most common techniques in the classroom interaction. Galls as cited in Richard states that more than a half of classroom talk is dominated by questioning and answering.¹ Basically, questioning technique corresponds to Islamic teaching which is stated in Quran surah Ar-rahman verse 13:

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ ﴿١٣﴾

“Which, then, of your Lord's blessings do you both (jinns and men) deny?”²

¹ Jack C. Richard and Charles Lockhart, *Reflective Teaching in Second Language Classrooms*, (New York: Cambridge University Press, 1996), p. 185.

² M.A.S. Abdel Haleem, *The Qur'an*, (New York: Oxford University Press, 2004), p. 353.

The verse above is repeated 31 times in surah Ar-rahman. The verse explains that Allah asks us, as a human, to perform critical thinking and to be grateful for all of His blessings. David adds that teacher's question is an important aspect of classroom interaction in second language classroom which has obtained large amount of attention from researchers or scholars.³

Teachers' question is one part of teacher talk based on methods of classroom interaction analysis i.e. Foreign Language Interaction Analysis (FLINT) developed by Moskowitz.⁴ Study conducted by Yanfen and Yuqin on teacher talk in classroom interaction reveals that teacher initiates the interaction mostly by questioning.⁵ This fact gives us general view about the connection between teacher's question and classroom interaction, meaning that the discussion about teacher's question cannot be separated from interaction. For language teachers, interaction is very essential. It is "the hearth of communication". According to Brown, Interaction is the exchange of thoughts, feelings, and

³ O. Fakeye David, Teacher's Questioning Behaviour and ESL Classroom Interaction Pattern, in *Humanity and Social Sciences Journal*, (Vol. 2(2), 2007), p. 127.

⁴ Craig Chaudron, Classroom Research: Recent Methods and Findings, in Gabriele Kasper, *Classroom Research-AILA Review*, 1988, p. 11-12

⁵ Liu Yanfen and Zhao Yuqin, A Study of Teacher Talk in Interactions in English Classes, in *Chinese Journal of Applied Linguistics*, (Vol. 33(2), 2010), p.82-85.

ideas which is conducted by two or more people, and mutual effect will be produced in both communicators.⁶ In the classroom context, Kalatari defines classroom interaction as “interaction between teacher and students in the classroom”.⁷

Interaction cannot be produced easily and naturally without some initiatives or efforts from teachers. Teachers need to constantly engage and stimulate the students to be actively involved in classroom interaction. Furthermore, the stimulus from teachers in the beginning of classroom interaction is very crucial to build interactive language classroom. One of the paramount techniques for teachers to initiate and maintain interaction in the classroom is by developing questioning strategies or techniques.⁸ As the EFL students generally reluctant to initiate and maintain the interaction, teachers’ questions supply important stepping stone for students to join in the classroom interaction.⁹

⁶ H.Douglas S. Brown, *Teaching by Principles, : An Interactive Approach to Language Pedagogy*, 2nd edition, (New York: Longman, 2001), P.165.

⁷ Reza Kalatari, “*Techniques for Classroom Interaction*”, in International Journal of Language Studies (IJLS), (Vol. 3(4), 2009), p. 425.

⁸ Reza Kalatari, “*Techniques for Classroom Interaction*”, p. 426.

⁹ H.Douglas S. Brown, *Teaching by Principles, : An Interactive Approach to Language Pedagogy*, 2nd edition, (New York: Longman, 2001), P.169.

Considering about the importance of teachers questioning in the classroom interaction, the investigation on teacher's questioning behavior has been an important issue. The studies on teacher's questioning show that teachers favor asking a great number of questions in the classroom with different rationale. It is revealed that teacher's question has essential role. The activity of questioning and answering is considered as form of communication which is commonly used by students and teachers in the classroom.¹⁰

Furthermore, many studies investigate the effect of display-closed questions and referential-open questions used by teachers upon students' language production in term of length and complexity. Studies conducted by Brock as cited in Lynch,¹¹ also Al Mu'aini reveal that referential questions asked by teacher initiates longer and extensive oral responses from students whereas display question results short and closed answer.¹² On

¹⁰ Ping Shen, Butsakorn Yodkhumlue, *Teacher's Questioning and students' Critical Thinking in College EFL Reading Classroom*, The 8th International Postgraduate Research Colloquium: Interdisciplinary Approach for Enhancing Quality of Life IPRC Proceedings (online) available at: bsris.swu.ac.th/iprc/8th/044_53_9_Pingshen.pdf, retrieved in: 17 December 2012, 11.11.

¹¹ Tony Lynch, "Questioning Roles in the Classroom", in *ELT Journal*, (vol. 45/3, 1991), p. 203.

¹² Hussein Ahmed Al-Mu'aini, *The Effect of Referential Questions on students' oral Contributions*, in *Classroom Research in English Language Teaching in Oman*, Ministry Of Education sultanate Oman, available at :

the contrary, Shomoosi claims that display-closed questions sometimes produce longer responses (five-minute answer) from students.¹³ From the studies above, we can see that there is different result of studies on the effect of either display-closed questions or referential-open questions to students' language production. This difference basically can be understood since each research is hold in different place with different participants. This difference means that the study on teacher's question or classroom questioning is still worth investigated.

Obviously, from the elaboration above, we can see that questioning is typically implemented by teachers in their teaching process. It is a basic method implemented by teacher in order to build interaction in the classroom and also to stimulate language production of students. Unfortunately, some teachers do not realize about the importance of using appropriate questioning types and strategy to help the students trying to produce language. They do not realize that their questions will give consequence on student language production. In some cases, poor questioning makes classroom interaction tend to be boring and

www.moe.gov.om/Portal/sitebuilder/sites/EPS/English/.../Ch3.pdf, retrieved in: 20 December 2012, 06.37.

¹³ Nematullah Shomoossi, "The Effect of Teachers' Questioning Behaviour on EFL Classroom Interaction: A Classroom Research Study", in The Reading Matrix, (Vol.4/2, 2004), p. 101.

students are unmotivated to speak or perform their language production skill.

Research which is conducted on the use of questions in the classroom reveals that the majority of teachers do not utilize effective questioning techniques. When we review the research, we can discover that teachers' questioning has crucial rule in the classroom and teachers need to develop their questioning technique. Proper questioning types will result in the enforcement of students to perform their language competence as the respond to teachers' questions.¹⁴

Concerning above explanation, this study aims at examining teacher's questioning types, teacher's purpose of questioning and students' responses to several types of teacher's questions. The study on this area is still worth investigated since there is no conclusive result.

B. Research Question

The research questions of the present study are devised as follows:

1. What types of questions does the teacher usually use in EFL classroom interaction?

¹⁴ David Sadker, *et.al.*, "Questioning Skill", in James M. Cooper, *et.al.*, *Classroom Teaching Skill*, (CA: Wadsworth, 2011), p.109

2. What are teacher's purposes of applying those types of questions in EFL classroom interaction?
3. What are students' responses to those types of teacher's questions in EFL classroom interaction?

C. Objective of the study

The objectives of the present study are:

1. To classify types of questions utilized by teacher in EFL classroom interaction.
2. To examine purposes of questions applied by teacher in EFL classroom interaction.
3. To identify students' responses toward teacher's questions in terms of verbal language production in EFL classroom interaction.

D. Pedagogical significance

The present study is expected to supply some benefits such as:

1. Theoretically, the present study will give better understanding either for the writer or the reader about types of question utilized by teacher, purpose of questioning, and the contribution of certain questioning types for student oral language production.
2. Pedagogically, the present study will provide some useful information about types of questions that can be applied by

EFL teacher in order to increase or develop students' language production represented in students' responses towards some questions.