

## **Chapter One**

### **Introduction**

This chapter provides the introduction to this study. There are six points outlined in this chapter. Those points are the background of the study, the identification of the problem, the limitation of the problem, the research question, the purpose of the study, and the significance of the research.

#### **Background of the Study**

Asking questions is one of the common strategies that teachers use in teaching and learning process. It is in line with Ma (2008) who stated that asking questions is a technique that the teachers use frequently in English language teaching. The goal is to check if the students understand what they have been taught, to enhance students' involvement, and to promote students' creative thinking in classroom interaction. Ma (2008) also added that questioning is one kind of interrogative form to test students' understanding of the materials. Besides, Cotton (2012) stated that asking questions is often used to start the teaching and learning process. By this case, it can be concluded that asking questions is a technique to ask students about the materials.

Asking questions is not only meaningful for the teachers but it is also important for the students. Asking question is important for the teachers because, by asking questions, the teachers know what things need improvement. Besides, it is important for the students because, by given a question, the students are able to construct and share their thoughts and ideas. According to Chin (2007), asking questions can stimulate students' thinking and provide feedback for the teacher

about students' understanding. David (2007) said that asking questions has great impacts in teaching and learning including focusing attention, exercising disciplinary control in the course or an instruction, encouraging student participation, and moving the lesson forward among others. In addition, there are some experts who also contend about the importance of questioning or teachers' questions. Kucuktepe (2010) stated that asking questions is also important in starting and maintaining interaction between the students and the teachers. From teachers' questions, students have opportunities to share their thoughts and feelings. It also provides a chance for the students to express their ideas. Chaudron (1988) also mentioned some other important benefits of teachers' questions such as "engaging learners' attention, promoting verbal responses, and evaluating learners' progress" (p.126).

Based on researcher's experience as a student, teachers often implemented some techniques in teaching and learning process. One of them was teachers' questions. It meant that students were familiar with teachers' questions. However, even though students often faced or answered teachers' questions, it did not mean that the students did not find problems in facing or answering teachers' questions. In this point, the researcher was interested to know problems and strategies to overcome the problems in answering teachers' questions.

Another reason why the researcher wanted to conduct this research was because of the previous research about teachers' questions in EFL classroom. To show that this research was worth to do, the researcher reviewed a previous research which was related to teacher's question. Renis (2016) did a research

about teachers' questions in EFL classroom. Renis (2016) advised further researcher to do a research related to teachers' questions in wider area which is about problems and strategies in answering teachers' questions. By this case, this research was worth to do because this research aimed to find out problems and strategies in answering teachers' questions. In addition, this research enriched the findings of previous research.

### **Identification of the Problems**

Based on the experience of the researcher as a student at EED of UMY, the researcher felt that teachers' questions needed to be studied. There were some cases identified related to teachers' questions. First is about the types of questions that the teachers should consider when the teachers want to ask students. Another case is about teachers' ways of asking students. It means that the teachers actually should have good ways or strategies to ask students. Besides, the third identified problem is about students' responses toward teachers' questions. Fourth, the problems faced by students in answering teachers' questions. Last, strategies that the students use in overcoming all barriers or problems faced by the students in answering teachers' questions.

### **Limitation of the Problem**

This study only focused on finding problems that students faced when answering teachers' questions. It means that this research was not going to reveal students' responses toward teachers' questions. Besides, this research also focused on finding strategies that the students could use to face the problems in answering teachers' questions. This research was also not going to reveal types of questions

that the teachers had to consider when the teachers wanted to ask questions to the students. From those statements above, the researcher only focused on finding problems faced by the students in answering teachers' questions. Besides, the researcher also focused on finding strategies that students used to overcome problems in answering teachers' questions.

### **Research Questions**

Based on the background above, the aims of this research are addressed to the following questions:

1. What are the problems faced by students in answering teachers' questions in the classroom activity?
2. What are the strategies used by students in answering teachers' questions in the classroom activity?

### **Purpose of the Study**

Based on the research questions, the purpose of this research are:

1. To know the problems which are faced by students in answering teachers' questions in the classroom activity
2. To find out the strategies which are used to solve the problems in answering teachers' questions in the classroom activity

### **Significance of the Research**

This research brings some advantages to some people such as researcher, teachers, and also students.

**Teachers.** This research is useful for the teachers. This research aims to find out problems and strategies. It means that this research is helpful for the

teachers in order to know problems that students might face in answering teachers' questions. In this case, by knowing the problems that students face, the teachers are more aware and careful in giving students a question.

**Students.** This research is really useful for the students. By reading this research, students will get information about the problems in answering teachers' questions as well as the strategies to overcome the problems. By this point, the students can use the strategies found in this research to overcome problems when they want to answer teachers' questions.

**Other researchers.** The other researchers who read this research can get benefit to conduct the other research in the same topic. This research gives information about problems face and strategies used by students to answer teachers' questions. Thee other researcher can get idea to explore more about this topic, such as explore the type of questions that teachers use. Also the reseracher can conduct a research by using different method.