

Chapter One

Introduction

In this chapter, the researcher tried to explore the background of the research, the limitation of the problem, the formulation of the problem, the purpose of the research, and also the significance of the research. Some experts' statements were provided here in order to support the researcher's statements.

Background of the Research

In the teaching and learning process, teachers are commonly not only delivering knowledge but also building communication (Iriantara & Syaripudin, 2013). The communication in classroom is needed because communication is a key component of classroom life (Marsh, 2008). Harmer (2001) also mentioned that communication is an essential part of teacher's repertoire in the classroom. Classroom communication itself cannot be defined as a daily conversation where its purpose is to instruct and inform (Farrell, 2007). As stated by Marsh (2008), communication is a two-way process where teachers and students need to obtain, to send, and to receive messages skills. In the other words, the communication in classroom will occur when the teachers and students exchange the messages.

The enhancement of communication and the desire to communicate will happen when there is an information gap (Harmer, 2001) which means that there is a person who need an information while the other have the information needed. If the information gap cannot be fulfilled, the communication will be failed. This

is the reason why in the teaching process, the teacher cannot only deliver a knowledge but also need to communicate with the students.

In fact, sometimes building classroom communication does not go very well. Most of class that the researcher experienced and observed usually had only one way communication. It means that there is an imbalance between teachers' and students' communication and the communication failed. The teachers talked too much in class on their task and the students did not give any response frequently. It is supported by Harmer (2001), Farrell (2007), Farahian and Rezaee (2012), and Tsegaye and Davidson (2014) who argued that most of the teachers talked too much and that it was not necessary and did not give any benefits for the students. Additionally, Marsh (2008) maintained that teachers did a lot on management and supervision tasks and gave very little attention on questioning directly about the content and generally challenging students to involve in problem solving and higher order thinking. Based on the researcher's experience, the students sometimes ignored the teachers. They liked to talk to their friends or listen to the music even when their teachers just started the class.

In this case, there are several ways that teachers can do to build classroom communication. Marsh (2008) pointed out three ways to build classroom communication. First, expository teaching where the communication is built by the teacher. Second, question-and-answer sessions where the communications is directed by the teacher with some students' responses. Third, discussion sessions where the communication is relatively open exploration and the communication ideas is on the students. Among those three ways, questioning is the most

common way that teachers can use to build communication (Marsh, 2008; Ma, 2008; Yang, 2010; Shen & Yodkhumlue, 2012; Farahian & Rezaee, 2012; Meng, Zhao, & Chattouphonexay, 2012).

Teachers used questions as a central tool in communicating with the students (Marsh, 2008) which means that teachers' questions are essential. Teachers' questions can help the teachers to evaluate the students' knowledge, check students' understanding of the subject matter, review the content knowledge, and also achieve teaching goals (Ma, 2008). Additionally, Meng, Zhao, and Chattouphonexay (2012) stated that teachers' questions can also help teachers to elicit information, control the classroom, and to review the content knowledge before going to the new subjects. Moreover, they also help the students to enhance their communicative competence (Qashoa, 2013), encourage the learning interest, stimulate to keep in learning, thinking, and interacting (Ma, 2008; Meng, Zhao, & Chattouphonexay, 2012). In short, teachers' questions can give some benefits both for teachers and students.

Moreover, as stated by Bautista and Gonzales (2006), Indonesia is one of the country where English is used as a foreign language and not as the daily language. That is why English class in Indonesia is called as EFL classroom which means that English is used in the classroom as the foreign language and it is not the main language in daily.

In case of teachers' questions, some researches have shown that types of teachers' questions that were used in both EFL and ESL classroom were not different. The teachers were frequently used closed and display questions and yes

or no questions (further explanation about the research of teachers' question explained in chapter two). Furthermore, Lee and Kinzie (2012) mentioned that the effects of teachers' questions can be seen from the length of students' responses.

To sum up, it has been known that classroom communication is essential for teachers and students in that it can help teachers and students to interact with each other. In some cases, the students often did not give any responses to the teacher. They preferred to ignore their teachers. They liked to talk to their friends or listen to the music even when their teachers just started the class. Commonly, teachers preferred to use questions as a tool to build their classroom communication, where it give more benefits for the teachers and also the students. That is why the researcher wanted to do a research about types of teachers' question in EFL classroom and the students' responses to the teachers' questions.

Identification and Limitation of the Problem

Communication is a crucial part of classroom life. Teachers and students need to communicate each other in order to fulfill the information gap in classroom. In fact, building communication sometimes does not go easily. The teachers talked too much in the classroom and the students preferred to ignore the teachers which means that the communication is not good. To save the problem, some experts suggested several ways to build communication in classroom.

Building communication can be done through some ways; expository teaching, question-and-answer session, and discussion session. But among those three ways, questioning is the teachers' mostly used ways in building classroom communication. This research only focused on teachers' questions, especially on

the types of teachers' questions and the students' responses to the teachers' questions. This research occurred and valid in English Education Department of Universitas Muhammadiyah Yogyakarta towards the lecturers of English Education Department of Universitas Muhammadiyah Yogyakarta.

Formulation of the Problem

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

1. What types of questions do teachers mostly ask in the classroom in English Education Department of Universitas Muhammadiyah Yogyakarta?
2. What are the students' responses to the teachers' questions in English Education Department of Universitas Muhammadiyah Yogyakarta?

Purpose of the Research

Based on the formulation of the problem, the purposes of the research are:

1. To investigate the types of questions mostly asked by the teachers in English Education Department of Universitas Muhammadiyah Yogyakarta.
2. To explore the students' responses to the teachers' questions in English Education Department of Universitas Muhammadiyah Yogyakarta.

Significance of the Research

This research will absolutely bring some advantages to some people such as researcher, teachers/lecturers, and also students. For the researcher, this research help the researcher as a future teacher to explore the types of questions in the

classroom and also help the researcher to be more aware of the questions. For the teachers/lecturers, this research can help teachers/lecturer in building classroom communication; it is through teachers' questions. Moreover, teachers/lecturer can make this research as a source in knowing the influence of teachers' questions towards the students and exploring kinds of teachers' questions. For students, this research can help them in knowing the importance of every single questions the teachers ask, so that they will be more aware of the teachers' questions and give more responses on that questions.