

CHAPTER I INTRODUCTION

This section discusses the background of the study, the limitations of the study, the problem statement, the objectives of the study, the significance of the study, and the organization research paper.

A. Background of The Study

Teaching is an activity of helping students to learn, guiding, and providing knowledge to be able to understand what has been learned (Robiah, 2010). In the education department, every student teacher is required to take part in a teaching internship program. The internship program is designed to create student teacher candidates to complement their formal learning with the practical knowledge, skills, and attitudes desired to gain hands-on experience. In addition, teaching internship is used to introduce students and prepare them as real teachers. Usually, students take part in actual teaching demonstrations under the guidance of the subject teacher.

In teaching and learning activities in the classroom, there is one element used by the teacher which is called teacher talk. Teacher talk is everything that is said by the teacher when teaching and learning activities take place. Teacher talk is a special language used by teachers to teach foreign languages (Nurpahmi, 2017). Usually, teacher talk is used to guide students in building togetherness and sharing knowledge with students in teaching and learning activities (Wasi'ah, 2016). Teacher talk has seven important aspects, one of which is asking questions (Makhsum et al., 2016).

Asking questions is one of the important aspects used by the teacher to make interaction and liven up the atmosphere in teaching and learning activities in class to be more comfortable. Asking questions is a key tool for increasing student participation in class interactions. Questions can come from teacher to student or student to teacher. Questions are expressions, sentences, or gestures that indicate questions that require answers (Pratama, 2019). The teacher question is a stimulus or instructional sign that conveys to students about the content or material to be learn and is direct about what students should do and how to do it (Cotton, 2001).

In learning activities in class, not all students can focus on the learning material provided by the teacher. Some students are engrossed in their activities, some chatted with their friends beside them, and many more problems occurred. Therefore, the teacher needs to use the teacher's questions to make students more focused on the material or learning provided and

make the class atmosphere more active. Teacher questions are important for directing students' behavior to be better. Teacher questions can help the teacher to control the class and help students become more active in answering teacher questions.

Several types of teacher questions can be used to teach in class, as stated by many experts. Richards & Lockhart (1996) proposed three types of teacher questions, namely procedural questions, convergent questions, and divergent questions. Procedural questions are the types of questions used to manage classes. Convergent questions are questions that require answers with low-level thinking skills to remember, understand, and apply the material taught by the teacher. Meanwhile, divergent questions are questions that require more observant answers by thinking critically or questions with higher-order thinking skills. In addition, the teacher's questions also have a function, as stated by Wragg & Brown (1993), namely checking students' understanding, arousing interest and curiosity about a topic, focusing attention on a particular issue or concept, controlling the class, eliciting information, diagnosing specific difficulties inhibiting pupil learning, and expressing a genuine interest in the ideas and feelings of student learning.

Several researchers have investigated teacher questions in recent years, but there are differences in the subject matter of this study. Several studies were carried out using English teachers as research subjects, such as research conducted by Izzati & Hamzah (2021), which analyzed the types of teacher questions with research subjects being English teachers in grade 10 high school. Wiratama & Padmadewi (2022) analyzed the types of teacher questions with the subject of English teachers and second-grade students in high school. Ndun (2015), who analyzed the types and functions of teacher questions used the subject of three second-grade English teachers. Apart from that, some used the subject of novice teachers such as research conducted by Yuliani & Indriani (2021) which determined teacher questions used for teaching practice in junior high school.

Based on this description, this research is different from previous research. The difference found in the research subjects. In this study, the research subjects were the teacher training student during a teaching internship. Moreover, in previous studies only a few research that analyzed the function of teacher questions. Therefore, this research examines the type of teacher questions and the function of teacher questions. Thus, it is hoped that this research can contribute to explaining the types and functions of the teacher questions. This research was conducted because the phenomenon related to the use of teacher questions in teaching activities in the class was not evenly distributed. In this case, the teacher question was raised by the

teacher training student who was carrying out teaching internships at junior and senior high school. The purpose of this research is to find out the types and functions of teacher questions used by teacher training students. Researchers used Richard & Lockhart's (1996) theory to analyze the type of teacher questions and used Brown & Wragg's (1993) theory to analyze the function of teacher questions.

B. Limitations of The Study

This research focused on teacher questions asked by teacher training students during teaching and learning process in junior and senior high school. The data in this study were excerpts containing teacher questions. The subject limitation of this research was the 13-teacher training student who are divided into teaching at 7 vocational high schools and 6 junior high schools. At the same time, the object limitation of this research was the types and the functions of teacher questions.

C. Problem Statements

Based on the research background that has been mentioned, below is a problem statement formulated by the researcher:

1. What types of teacher questions are used by the teacher training students during the teaching and learning process of internship program?
2. What are the functions of the teacher questions used by the teacher training students during the teaching and learning process of internship program?

D. Objectives of The Study

Based on the problem statement mentioned above, this study has two objectives, namely:

1. To identify the types of teacher questions used by the teacher training students during the teaching and learning process of internship program.
2. To explain the functions of teacher questions used by the teacher training students during the teaching and learning process of internship program.

E. Significance of The Study

The results of this study are expected to provide benefits for the teaching and learning process of English for students, teachers, and future researchers. The benefits of this research include:

1. Theoretically

Theoretically, the results of this study are expected to increase knowledge about the types of teacher questions and the function of teacher questions used in the teaching and learning process.

2. Practically

Practically, this study has three significance for students, teachers, and other researchers.

a. For Students

The research results on teacher questions are expected to improve student's abilities in the English learning process, such as becoming more active, increasing student motivation, and increasing student interest in learning so that students can understand and master the material in the teaching and learning process.

b. For Teachers

Researchers hope that teachers use learning media that are more innovative in teaching. In addition, the teacher can use various types of teacher questions to increase student focus on learning.

The researcher hopes that the results of this study will be helpful as a reference for teachers to know and use the types of teacher questions during the teaching and learning process and to know the function of the teacher's questions used. So that it can increase learning more active and exciting.

c. For other Researchers

Hopefully, this research can be helpful and become reference material for other researchers who wish to research the same topic regarding teacher questions.

F. Organization Research Paper

To make this research easy to read, the researcher organized the research papers as follows: Chapter I is an introduction that includes the background of the study, limitations of the study, problem statement, objectives of the study, significance of the study, and organization research paper.

Chapter II is a review of related literature covering a review of previous related studies. The current research position, underlying theory, and theoretical framework.

Chapter III is a research method that includes research types, research objects, research subjects, data and data sources, data collection techniques, data validity techniques, and data analysis techniques.

Chapter IV is the Finding and Discussion.

Chapter V is Conclusion, Implication, and Suggestions