

CHAPTER I

INTRODUCTION

A. Background of the Study

The development of science and technology requires improving the quality of human resources (HR). Improving HR goes hand in hand with improving educational institutions. One of the efforts to improve the quality of education is done by establishing international schools. This is based on UU No. 20 of 2003 article 50 paragraphs 3 which states that the government and the local government should develop at least one unit of education at all levels of education into an international education unit.

According to Depdiknas, they give a definition of RSBI. The definition is as follows, to reach international education this unit establishes to The Pioneer of International Standard School (RSBI). RSBI is a The Pioneer of International Standard School which has met all national standards of education and lead to the International Standard School (SBI). One of the special purposes of RSBI is becoming competitive students in international level. In addition, students are able to communicate in English and other foreign languages (Depdiknas, 2008:6).

(Panduan Penyelenggaraan Program SMA Rintisan Bertaraf Internasional, (Depdiknas, Dirjen Mandikdasmen, Direktorat Pembinaan SMA, 2008:6)

Further, the learning process of The Pioneer of International Standard School (RSBI) uses a bilingual curriculum, the language of instruction no need to include the word is in English.

SMP Negeri 3 Sukoharjo is one of the junior high schools which is appointed to carry out The Pioneer of International Standard School, before appointed as

international school. It indicates that this school has had the experience of the process of learning using two languages.

One of the subjects learnt by the students in RSBI is biology. Biology is an importance branch of science, the object of the study of biology is Monohybrid, and Dihybrid. These subjects are difficult for the students to learn. However, the students can be interested in Biology if they can make a connection to their previous knowledge. This can be achieved if teachers apply the appropriate learning process when learning takes place.

Bilingual education programs are from minority (non-English), These programs act as a 'language background' that can help student to learn English, and therefore address the argument that if minority children are deficient in English, they need to speak English under normal circumstances. Bilingual programs are designed to develop high levels of oral and literate proficiency in both L1 and L2. However, the term immersion is generally used to refer to a monolingual English-only program in which children are immersed in the L2 with no instruction support in the L1. These programs are bilingual in that both L1 and English are used as instruction languages at some point in the children's schooling.

RSBI program requires professional pedagogy to prepare human resources in facing local, national, and global changes. As professionals in a program which

adapts and adopts international education systems, they are required to master English and to know what to do to reach the educational goals. One of the goals is creating critical output. This can be done by involving students in discussion and question-answer session. By giving appropriate questions; when, how, and what for the questions given, it is believed that students will participate actively in this process.

The questioning is important because it encourages the student to learn more and practice. Question is one parameter and helps the teacher to know how far the students get their listening.

This study describes the questioning strategies employed by an RSBI teacher of Biology to find out how he delivers him questions to him students based on Bloom's Taxonomy of Cognitive Domain theory (1956), questioning techniques proposed by Jacobsen et al (1989), and questioning purposes proposed by Ur (1999).

In Biology class in RSBI program the teacher uses English speaking in teaching learning process, but the students do not fully understand. Teacher uses 65% Indonesian: 35% English (bilingual), and tries to understand them in order for the learning process to be successful. The teacher uses some questions in every meeting of teaching learning process to develop the students' skill. Normally questions are put forward or asked by using interrogative sentences.

Since the teacher faces difficulties in teaching with questioning in a bilingual program, the teacher must make the L2 input comprehensible in order to help students in the learning process in Biology: *first*, a bilingual teacher can understand the students L1 questions and respond it well in L2; *second*, modified input, as discussed earlier by the teacher. SMP Negeri 3 Sukoharjo has a good quality of education (give a problem-solving of education), and SMP Negeri 3 implements a new education system that absorbs from International Standard Quality, SMP Negeri 3 can compete with other Junior High School in Central java. In fact, most of the parents plan to enroll their children in SMP Negeri 3 Sukoharjo which is known as the favorite Junior High School in Sukoharjo.

From the reason above, the writer is interested to conduct the research entitled “THE IMPLEMENTATION OF ENGLISH QUESTIONING IN TEACHING BIOLOGY TO THE THIRD GRADE STUDENTS OF RSBI CLASS AT SMP NEGERI 3 SUKOHARJO”. The researcher hopes that this study will be useful to the reader. RSBI program is already conducted at SMP Negeri 3 Sukoharjo so that the researcher decided to conduct the study in this school and a Biology teacher who teaches in RSBI program of this school becomes the subject of the study.

B. Problem Statement

Based on the background of the study, the research problems are formulated as follow:

1. How does the teacher ask question?
2. What are the types of questions addressed to the students?
3. How do the students response the question?

C. Objective of the Study

The study aims to achieve the following objective:

1. To find the answers of how the teacher asks questions in English.
2. To identify the types of questions in Bloom's taxonomy.
3. To find the students' responses to the question by giving some questions.

D. Benefit of the Study

In this research, there are two kinds of benefits, there are academic and practical:

1. The academic benefit is that the result of this research can be used to improve the quality on teaching-learning process on Biology.
2. The practical benefits are:
 - a. The result will help the teachers to increase the students' skills in Biology.

- b. The result will help the students in using Biology strategies that are appropriate for their own purposes.
- c. The result will help the students in selecting Biology Learning techniques to be most effective for discovering, understanding, and relating the information.

E. Research Paper Organization

In conducting this research paper, the writer organizes it in order to give a clear guidance in reading and understanding the content of the study, both the reader and the writer himself. The writer divides this research into five chapters as follow:

Chapter I is introduction, dealing with background of the study, problem statements, objective of the study, benefit of the study, and research paper organization.

Chapter II is previous study, theoretical review.

Chapter III is type of the study, subject and object of the study, data and the data source, technique of collecting data, and technique of analyzing the data.

Chapter IV deals with result and discussion.

Chapter V is the last chapter. It deals with conclusion, implication and suggestions.