

CHAPTER I

INTRODUCTION

1. 1 Background Study

“Reading is an active skill, it constantly involves guessing, predicting, checking, and asking oneself questions” (Grellet and Francoise, 1981, p.8). It is possible to develop students’ knowledge by asking questions based on the right types of questions. For example, the teacher offers questions that can inspire students to predict the content of a text based on its title or the end of a story based on paragraphs that have no single straightforward answer. Nevertheless, choosing an effective questioning strategy is rather difficult and requires a lot of practice.

Every year, teachers ask thousands of questions. If a teacher worked over fifteen years of experience in the teaching process, then they may have asked a million questions to students. It implies that teachers' questions played an important role in the teaching and learning process. However, producing a question is not an easy job, especially for a new teacher.

As a teaching tool, questioning must be used correctly. It necessitates knowledge of question types, questioning strategies, and reasons for questioning skills. According to Wragg and Brown (2002), questions are only as good as the answers they elicit, so it is critical to consider not only the effective strategy in questioning; but also, the types of questions asked by the students. There are numerous classifications for what types of questions are effective in the classroom.

Anderson and Krathwohl (2001) offer types of questions or most known as Bloom's Taxonomy, which starts from the very basic recall knowledge into those that require thinking that is more complex. These are the categories: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Low-level questions (Remember) ask about facts and details, while high-level questions (Understand, Apply, Analyze, Evaluate, and Create) ask students to create new ideas or make new inferences.

In the mean times, due to the coronavirus outbreak, the learning process is carried out in an online class. As a result, Alnujaidi (2021) claims that learners preferred smartphones and tablets to traditional textbooks. Because the world is becoming more interconnected, it is critical for teachers to develop students' abilities through questioning strategies in online classes. That is why the teacher should enhance their strategy and even the tools that are used in the process of teaching.

In the teaching process, questioning strategies are facilitated by Bloom's Digital Taxonomy and online teaching applications that are available. Bloom's Digital Taxonomy by Andrew Churches (2008) introduces the use of Information and Communication Technology to improve the process of online teaching and learning. As part of the teachers' questioning strategy, Churches provides some examples of tools and activities that can be used in the teaching and learning process. Tools that can be used for instance: Google, WordPress, Skype, Wiki, Podcast, etc. Other than that, some activities recommended are: blogging, subscribing, bookmarking, posting, collaborating, etc.

Variety of tools and activities could engage students in the teaching and learning process, and appropriate tools could be useful to facilitate class discussion to make an active interaction. For instance, the use of a digital backchannel increases students' engagement and makes them feel more positive about classroom discussions. The use of technology has a direct positive relationship with students' engagement and self-directed learning (Harunasari & Halim, 2019). In conclusion, choosing the right tools and activities is part of teachers' questioning strategy that could be used in an online class.

The teacher has taken an important role in the teaching and learning processes. Brown (2000) and Harmer (2007) define a teacher as a controller, facilitator, and director. The teacher, as a controller, will decide what students do, when they should speak, and what language form they should use. As a facilitator, the teacher will help

students make the learning process easier and more comfortable. Furthermore, as a director, teachers should use questioning strategies to improve students' abilities in the classroom.

To communicate with students, the teacher should be able to use a questioning strategy. Interaction between teacher and student is extremely crucial, because in the age of communicative language teaching, interaction is the heart of communication; it is what communication is all about (Wragg & Brown, 2002). Without questioning strategy, class interaction may fall into teacher talk all the time or it can be indeed communicative, but it can easily go through behaviour that is off-course from the class objective.

The concept of effective teaching has a long history. As Socrates and Confucius talked about questioning to seek liberation, rather than dependency on the students. Socrates said:

“No one can teach, if by teaching we mean the transmission of knowledge, in any mechanical fashion, from one person to another. The most that can be done is that one person who is more knowledgeable than another can, by asking a series of questions, stimulate the other to think, and so cause him to learn for himself.” (Socrates, as cited in Wragg & Brown, 2002, p. 27)

Socrates believes that the final stage of education is liberation, when students finally reject habit and prejudice through questioning. Teachers' questions take an important role as a stepping stone for students to make them learn more in the process of interaction with the teacher; so that students could think and learn for themselves with the help of teacher. As Kahlil Gibran says: "If the teacher is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind." (Cited in Harmer, 2007, p. 107)

Students' thinking and learning can be significantly improved if they can respond to teachers' questions and enjoy the process of interacting with them. However, too much questioning can cause anxiety, while too little can silence thought (Brown, 2000). Nonetheless, variety in questioning is an important stimulus for active learning. It is also worthwhile to create conditions for students to ask questions, so that they, too, become active students, rather than passive recipients of the teacher's thoughts on what needs to be learned.

Some reasoning may explain the importance of questioning strategy in teaching and learning processes. Asking questions can stimulate recall, deepen understanding, develop imagination and encourage problem-solving (Brown, 2000). When the teacher asks questions, there must be some reasons behind those questions. For instance, it can be helping students to improve their knowledge through the teaching and learning process. And based on that information, the teacher could adjust the effectiveness of

the questioning strategy so that the learning process could move from side to side through a lesson while remaining on track.

Many studies have been conducted to determine the efficacy of teachers' questioning strategies. Anisah et al. (2019) conducted one study titled *Teacher's Questioning Strategies to Scaffold Student's Reading Learning*. The research uncovered all variations of key tactic questions asked by teachers in reading class. The questioning strategy used by the teacher during the learning process is primarily in the listening and responding tactic. The findings of their study show a positive impact when teachers consistently deliver questions in various tactics in reading, and the use of questioning strategy can deliver along the reading process.

Another study was conducted the same year, under the title *The power of questioning: Teachers' questioning strategies in EFL classrooms* (Astrid et al., 2019). According to the study's findings, the teacher employs various questioning strategies, particularly divergent questioning strategies, in all sessions of teaching and learning processes in order to create active and effective teaching and learning process. Furthermore, the study discovers that teachers focus on how the questions can motivate students to learn English rather than on their students' responses.

Nashrudin and Nigtyas conducted another study titled *English as a Foreign Language (EFL) teachers' questioning strategies in classroom interaction* (2020). According to the findings of this study, the teacher employs a variety of question types. They also discovered that the teacher sometimes repeated her question to clarify the

meaning of the question when she observed students having difficulty understanding the question. The study also discovered that the goals of using questioning strategies as a teaching tool can be met by doing and applying the questioning strategies in a good and appropriate manner because it increases the value of interaction and communication between teacher and students.

While those studies were concerned with teachers questioning strategy in offline classes, this study focuses on analyzing teachers' questioning in an online class. So, after seeing the importance of teachers questioning strategy for teacher, this study was conducted in order to find out types of teachers' question, the effectiveness of teachers questioning strategy, and the reasons behind the use of effective questioning strategy in online reading class.

1. 2 Statement of Problems

This study investigates 3 primary research questions as follows:

1. What types of questions are used by the teacher in online reading class?
2. What is the most used questioning strategy by the teacher in online reading class?
3. What is the reason behind the most used questioning strategy in online reading class?

1. 3 Research Objective

The objectives of this study are:

1. To find out the types of questions used by the teacher in online reading class.
2. To find out the most used questioning strategy by the teacher in online reading class.
3. To find out the reason behind the most used questioning strategy in online reading class.

1. 4 Scope and Limitation

This study only discusses the types of questions, the teacher's most used questioning strategy, and the reasons for the teacher's most used questioning strategy in an online reading class of second-year students at STBA LIA Jakarta.

1. 5 Research Methodology

1. 5. 1 Research Method

This study applies the descriptive qualitative method. According to Creswell (2014), qualitative research is used to investigate and comprehend the meaning that individuals or groups ascribe to a social or human problem. A qualitative study entails developing questions and procedures, collecting data in the participant's environment, inductively building from particulars to broad themes, and the researcher interpreting the data's meaning. Kumar (2011) mentions some things that should be considered before choosing the method, namely: the demographic characteristic of the study and the purpose and relevance of the study is explained to potential respondents. According