

Chapter One

Introduction

This chapter presents the introduction of this research. It consists of background of the research, statement of the problem, delimitation of the problem, the purposes of the research, research questions, significance of the research and outline of the research.

Background

Teaching and learning are necessary actions to accomplish a goal in education. Student and teacher should have roles in these actions to deal with individuals in teaching-learning processes about to the content, materials, and activities (Jabbarifar, 2009). Teaching and learning process does not only put the teachers as single main sources but also involve the students in those processes. Teachers should treat the students as individuals with trust and emphatic understanding (Hasan, 2012). The involvement of students in class activity is an important thing in every teaching-learning process as an excellent interaction among the teachers and students.

According to *American Educational Research Association Commotion* (Cited in Aggarwal, 2014), "One of the aims of teaching is to change interpersonal influence of behavior potential of another person" (p. 29). It is because a teacher should impart the knowledge to kindle minds of the students. That will be followed in motivating, inspiring, and forming a relationship between student and teacher in the classroom. Based on Meriam-Webster Online Dictionary (2016), "learning is the activity or process of gaining knowledge or skill by studying,

practicing, being taught, or experiencing something: the activity of someone who learns". In creating an interactive classroom learning, teachers need to provide various supports. One of them is using impromptu questions. This method can be used to increase students' interaction and involvement, to train their speaking skill and also to ensure that the students master the concepts. Question from the teacher can help the student to elaborate the understanding of the subject.

According to Darn (2008), as cited in Zaenudin (2016), why teacher asks questions in the classroom are based on several purposes: managing the class, engaging students with the topic, and increasing students' understandings. In other words, questioning students in classroom help teachers to evaluate the students learning and revise their previous learning necessary. One of the important things, when teacher asks a question is students' responses that contribute to the discussion. Then, interactions between students and teachers in the classroom have focused on the manner in which questions are structured and directed to students in order to produce responses that demonstrate knowledge of the subject and to obtain determined classroom participation (Jan & Talif, 2017), The teachers can create and maximize learning opportunities by involving the learners in the teaching and learning process because teaching and learning are natural collaboration (Hasan, 2012). Furthermore, the teacher needs to have particular preparation in giving question, because giving questions to the student should be structured to elicit correct responses.

Based on the statement above, there are several things that are not yet known related to the impromptu questions in teaching and learning processes. In

the classroom context, the impromptu question is used by the teacher to investigate and negotiate the meaning in which students can use their prior knowledge to comprehend the lesson. Questions are used by teacher to faced the passive class, where students are unresponsive and avoid interaction with the teacher. When teacher gives impromptu question in learning, it will motivate the students to learn in their learning.

The researcher is interested in investigating how the teachers' performance in implementing the impromptu questions and the impacts of impromptu questions from the teacher in teaching and learning process. This research was conducted at English Education students of Universitas Muhammadiyah Yogyakarta.

Statement of the Problem

Interaction is a collaborative exchange of thought, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2001). In creating interactive learning, a teacher should provide a communicative learning. One of the ways to make interactive teaching is by using impromptu questions and answer sessions. Tofade, Elsner, and Haines (2013) stated that Impromptu question are questions that are given spontaneously without preparation, notes and the other. Impromptu questions from the teachers can also be one of the processes or activities to evaluate students understanding in learning.

In the classroom context, teacher should know how the implementation of impromptu question, and there are some positive and negative impacts in

implementation of impromptu. From these reasons, the researcher considers that studying on this topic is necessary to be conducted. The researcher focused to find out how the students perception about the impacts of the impromptu questions in teaching and learning processes.

Delimitation of the Problem

Implementing impromptu questions in teaching and learning process is one of the ways in giving information to the students. Question from the teacher allowed the students to participate in learning. One of the purposes of teacher question is to elicit a student's understanding of the material that asks the learner to provide examples, classify the topic, summarize information, and draw the inferences (Tofade, Elsner, & Haines, 2013).

The researcher assumes that there are impacts in impromptu questions given by the teachers in teaching and learning processes. In this research, the researcher investigates how the teacher does the impromptu question and explore students' perception about the impacts of impromptu question from the teachers in teaching and learning process.

Research Questions

The question of this research is formulated such as:

1. How do the teachers give impromptu question in teaching and learning process?
2. What are the impacts of giving impromptu question in teaching and learning processes?

The Purpose of the Research

The purposes of the research are:

1. To investigate how the teachers make impromptu questions in teaching and learning process.
2. To review the impacts of impromptu questions from the teachers in teaching and learning processes.

Significance of the Research

The researcher believes that this research is beneficial to be conducted. This research gives some significances for the students, lecturers, and other researchers.

Students. The result can be used in learning, to make understanding about learning activity and the impromptu question. This study also aims to give students clear information about the strength and the weaknesses in impromptu questions. So, this research can be an external motivation for students to review impromptu question with the other learning strategies.

Teachers. The result can be used to investigate activity in learning. Teachers also can use this research to be the reference in evaluating the learning and teaching process. The researcher also hopes the study can improve the quality of teacher performance in designing strategy in teaching and learning process.

Other researchers. By doing the research, the researcher hopes that this research can help the other researchers to support their research project and get more information about “The impact of impromptu question from the teacher in

teaching and learning process.” Hopefully, this research can provide useful information and actively contribute to the advancement of science.

Outline

Chapter one explains the background of the study and the reason why the researcher chooses this topic. This chapter consists of the statement of the problems, the purpose of the research, the identification and limitation of the problem, significance of the research and outline of the research.

Chapter two researcher explains the theories that are related to the research. Several theories represented about teaching and learning process, evaluation of teaching and learning process, impromptu question, positive, and negative impacts of the impromptu question. Besides, the researcher will explain the conceptual framework of the research in chapter two.

Chapter three consists of research methodology. First, the researcher explains research design of this research. Second, the researcher explains the research setting and participants of the research. Third, the researcher presents how she collected the data of this research. The last is about the researcher analysis.

Chapter Four contains the elaboration related to the finding of the investigation. This chapter is the main chapter of this research where the finding will also be discussed.

Chapter Five is the last chapter of this research. It is called conclusion and recommendation. In the conclusion, the researcher summarizes the result from the

data. In the recommendation, the researcher gives some suggestions about the impromptu question.