

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Discourse studies have been the important topics among linguists and educators. Discourse studies concern with the relation between language and context in which it is used both in spoken and written form (Flowerdew, 2013). One of discourse studies which have been extensively researched is academic discourse. In academic discourse studies, researchers investigated the use of language to construct knowledge in order to achieve learning goals, particularly in educational setting (Chubarova & Rezepova, 2016; Corbett, 2015; Hyland, 2013).

Academic-discourse genre has been a major theme, especially a lecture that evokes the interest of researchers. As the most common mode of teaching in the university context, lecture is complex. Especially in English literature program, there are many factors which influence the success of a lecture, including how lecturer manages interaction, explains the materials, asks question, responds students' answer, and repairs students' errors (Renkema, 2004; Rido et al., 2021; Rido, Kuswoyo, & Ayu, 2020; Rido, Kuswoyo, & Nuansa, 2020; Roliani et al., 2019). Therefore, as the central of spoken-discourse of lecture, lecturers are required to master pedagogical and professional skills in order to help university students to acquire good communication skill especially in English to promote their career in the future (Afrianto & Gulö, 2019; Rido, 2020a). Not only the

communication skill, but they must also be equipped with critical thinking skill because those are the top required skills to enter the job market in the 21st century. Studies revealed that communication and critical thinking skills can be acquired through lecture interaction, especially question-answer activity where two-ways communication occurred in the classroom (Rido, 2019; Saleh, 2019).

Questioning plays an important role in classroom interaction in university especially in L2 lectures where L2 students faced difficulty in understanding lectures which used English as the medium of interaction (Milawati & Suryati, 2019; Rido, 2019; Rido et al., 2017). Thus, in order to solve this issue, questioning has been an effective tool to encourage students to actively participate and speak, and develop their communication and critical thinking skills (Rido, 2017, 2019; Rido, Kuswoyo, & Nuansa, 2020). Moreover, in university level especially in literature lectures such as prose, literary criticism, and drama lecture, students are required to implement Higher Order Thinking Skills (HOTS) where they identify, explain, analyze, implement, and evaluate literary theories and practices based on their background of expertise (Abida, 2016; Fard, 2016; Ganiron, 2014; Tabačková, 2015). Studies prove that students who actively participate in lecture activities will demonstrate clearer and higher linguistic and knowledge improvements (Rido, 2017, 2019; Shi, 2013; Wangru, 2016). Thus, the lecturers must be able to create relevant and critical questions and use them to draw students' attention, lead students to certain point, foster communication, increase participation, and stimulate the students' communication and critical thinking skills (Farahian & Rezaee, 2012; Rido, 2019; Wangru, 2016).

There are several studies investigating questioning strategies in Indonesian university lecture (Aimah & Purwanto, 2019; Milawati & Suryati, 2019), but none of them analyzed literature classroom. Therefore, studies on questioning strategies in Indonesian university context are still limited especially in literature lectures. Thus, it is important to investigate how questioning strategies are used by the lecturers in literature lectures to fill the gap in knowledge of the existing topic for further improvement and to be a guideline for lecturers to improve their pedagogical practices.

1.2 Research Questions

Based on the background above, this study tries to answer two research questions as formulated below.

1. What are question-planning strategies used by English literature lecturers in literature lectures in a university in Indonesia?
2. What are question-controlling strategies used by English literature lecturers in literature lectures in a university in Indonesia?

1.3 Research Objectives

Referring to the research questions, this study has two objectives;

1. To reveal question-planning strategies used by English literature lecturers in literature lectures in an Indonesian university.

2. To investigate question-controlling strategies used by English literature lecturers in literature lectures in an Indonesian university.

1.4 Uses of the Study

This study is expected to contribute both theoretically and practically for lecturers in their pedagogical practices.

1.4.1 Theoretical Use

Theoretically, this study applies the framework of Rido, Ibrahim, and Nambiar (2015) about questioning strategies. The finding of this study is expected to give new insights and clear description for lecturers about classroom interaction on what type of questions that can be employed and how to manifest the questions in literature lectures.

1.4.2 Practical Use

This study is expected to give valuable contributions for lecturers to help in planning and controlling questions in order to encourage students to participate, draw students' attention, elevate students' communication and critical thinking skill, and accommodate students' contribution. For students, this study could help them in identifying types of questions and how the questions are manifested by lecturers so the students will feel encouraged to be active and creative in responding questions.

1.5 Scope of the Study

This study focused on question-planning and controlling strategies used by selected lecturers in literature lectures in a university in Indonesia. Using library research technique, this study only analyzed three transcription documents of prose, literary criticism, and drama lectures without watching the lecturers' videos.