

CHAPTER I

INTRODUCTION

Background of study explains about the reasons why the research is conducted. Then, research questions are formulated as the key questions in conducting the research while the objectives of study are written to answer the research questions. The significance of study is used to explain the importance of doing the research theoretically and practically. The next is the function of scope and limitation is to explain the area which will be researched and limited.

A. Background of Study

In teaching learning English, building interaction in a classroom is needed. It is caused interaction is one important point of successful in teaching learning process. Interaction in the classroom is considered as an activity that provides opportunities for the teacher and students talking each other in the process of teaching and learning. According to Nunan, teacher action and teacher-learner interaction are important aspects of classroom life. In other words, having good interaction in a classroom will help both teacher and students to create a collaborative exchange of thought, feeling or ideas resulting in reciprocal effect on each other in classroom interaction. As explained in the following hadith:

ان المؤمن للمؤمن كالبنيان يشد بعضهم بعضا. {رواه البخارى ومسلم}

It means: "Indeed, a believer and another may be like buildings that complement (strengthen) each other." (H. R. Bukhari and Muslim).

In building classroom interaction, teacher may use part of nteraction such as verbal and non-verbal communication in a classroom.. Jack C. Richard (2002:75)

stated that classroom interaction is the pattern of verbal and non-verbal communication and types of social relationship that occur within classroom. The verbal interaction takes place because of the teacher and learners talk, while non-

verbal interaction covers gestures or facial expressions by the teacher and learners when they communicate without using words.⁴Using verbal or non-verbal communication, classroom interaction should be able to create a good interpersonal relationship and make message transmission success between teacher and students.

However, building interaction in a classroom is still difficult. Many problems appeared in developing interaction because students get difficulty in expressing themselves in using English. Therefore, the way of teacher giving students opportunity to develop the language is important. In other words, teacher talk which is aimed to establish and maintain good communicative practice in the complex series discourse, takes a great proportion in the classroom. Thus, teacher need to develop his awareness on using appropriate talks in a classroom. As stated by Cullen, it is important to the teachers on realizing how much they talk, and what kind of talks should be performed

Cullen stated that while the question of how much teachers talk is still important, more emphasis is given to how effectively they are able to facilitate learning and promote communicative interaction in their classroom through. It means that teacher needsto be able to manage their talks and students talks, in what kinds of talks that can be used to build a balance interaction between teacher and students. In language teaching and learning, the domination of teacher's talks is must good, moreover in balancing the interaction. Thus, teacher should be able to encourage students talk more.

According to Donald and Enggen (1989:45), through questions, teacher can engage students actively in the lesson in hand and challenging their thinking.

Because most of the questions are provided to get an answer, thus, the use of teacher's questions will stimulate students to talk while answering the questions. At individual level, questions can be used to build the students' confidence to speak. Thus, using teacher's questions will help teacher to stimulate students' talks by responding to the teacher's questions. By the time students respond to the teacher's questions, the classroom interaction will be created.

Unfortunately, to get students' responses is not easy. Teacher may need some techniques in questioning in order to get the students' responses. William Wilen clearly explained in the book "Questions Skills, for Teachers", there are nine questioning techniques. Those are (1) Plan key questions to provide lesson structure and direction, (2) Phrase questions clearly and specifically, (3) Adapt questions on student ability level (4) Ask questions logically and sequentially (5) Ask questions on variety of levels (6) Follow up student responses (7) Give students time to think when responding (8) Use questions that encourage wide student participation (9) Encourage student questions. Those techniques can be used in asking types of questions in teaching learning process that may be related or even opposed to the material.

Based on the role of teacher's questions in a classroom, which can be the way for engaging students to the material or only for creating communication as opposed to the material, Richard (1994) have classified the questions on 3 types. They are procedural, convergent, and divergent. Procedural question has to do with classroom procedures and routines and classroom management as opposed to the content of learning. Convergent is a question that often answered by "yes" or "no"

or even short answer. It focuses on recalling the previous information. The last one is divergent question. Different from convergent, divergent question requires students to be engaged in higher-level thinking. So, it needs longer answer than convergent questions. Variety of classroom interaction, which is not limited on asking and discussing material, becomes the reason of using Richard's theory to analyse the teacher's questions in this study.

This study was conducted in SMKN 1 Pelaihari. Based on the preliminary research that was done by interviewing one of the English teacher, there was a problem in classroom interaction. From 30 students, just around 3 – 5 students who were willing to communicate using English voluntarily. Based on the interview, the teachersaid that most of students are shy to communicate, moreover to express their ideas using english in the classroom. Thus, she always gave questions to the students in order to stimulate andbuild the students' confidence to speak and interact each other in the classroom. It was quite success to be applied, because some students are stimulated to interact by responding the teacher's questions, although it is only short answer. From that phenomenon, the researcher is interested in knowing the types of questions used by the teacher to interact with the studentsin the classroom

Regarding to that issue, there are some researches that have been conducted by some researchers. Qashoa conducted a studyentitled "Effects Of Teacher Question Types And Syntactic Structures On Efl Classroom Interaction".The research objectives was to identify the effect of applying types of questions to the students critical thinking skill. Another study was conducted by Fumiko Yamazaki,

entitled “An Interaction Analysis : A Teacher’s Questions, Feedback, And Students’ Production Through Classroom Observation”. This study was conducted to analyze which kinds of teacher’s talks that can influence the students’ production, which is teacher’s questions or teacher’s feedback.

Different from the previous studies, which focused on teacher’s questions, students’ oral production and critical thinking, this study focused only on analysing teacher’s questions used in a classroom interaction. This study aimed to investigate the teacher’s question types, without analysing the students’ responses or critical thinking, which mostly used during teaching learning process. It also identified the questioning techniques used by the teacher in giving questions on the students. Kinds of questions that were analysed are English questions, not in Indonesian

B. Research Questions

In relation to the background of the study previously outlined above, the problem of the study can be formulated as the following questions:

1. What type of questions does the teacher tend to use in classroom interaction at SMKN 1 Pelaihari?
2. What are the questioning techniques used by the teacher in classroom interaction at SMKN 1 Pelaihari?

C. Objectives of Study

This research will be aimed at finding out:

1. The type of teacher’s question which tend to be used in classroom interaction at SMKN 1 Pelaihari.

2. The questioning techniques used by teacher in classroom interaction at SMKN 1 Pelaihari.

D. Significant of Study

The finding of this research is expected to be beneficial to the teachers and the further researchers. In particular, this study can be one of source of recognizing and realizing teacher's questions and questioning techniques related to the classroom interaction.

For the teachers, the result of this study can help them in conducting classroom interaction. Knowing the types and techniques of questions is beneficial information for them to conduct the classroom interaction. After knowing types and techniques of questioning, they can try and decide in which types and techniques of questions that are appropriate to be applied in conducting classroom interaction.

For the further researchers, the result can be used for them who focus on developing classroom interaction, especially in using teacher's questions.

E. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study:

1. Classroom Interaction

According to Chaudron, classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. In this study, classroom interaction means the verbal communication that occurs when teacher asks questions and students respond to the questions during teaching learning process.

2. Teacher's Question

Questioning is one of the most common techniques used by teachers and serves as the principal way in which teachers control the classroom interaction. In some classrooms, over half of class time is taken up by question- and-answer exchanges. Teacher question in this study means all of English questions that conveyed by the teacher in order to get students responses in conducting classroom interaction during teaching learning process.

3. Technique of Questioning

Questioning techniques are the ways used to ask something to the students in gaining a purpose of teaching. Harvey (2001:109) stated that questioning technique is the most effective when it allows pupils to become fully involved in the learning process. The purpose of teaching that can be gained through asking students questions, such as making students understanding materials, or mastering the English skills, can be gained through selecting the way in asking questions during teaching learning process. In this study, questioning technique means the way how teacher executes the questions to gain students' responses of classroom interaction during teaching learning process.