

CHAPTER I

INTRODUCTION

A. The Background of the Study

In a teaching learning process, it is absolute that there should be interaction in the classroom as called classroom interaction, which refers to the interaction of the participants in that class (teacher and students) during the teaching-learning process. Here, the teacher has a right to give questions for the students in order to see how far the students can comprehend the study (through the responses of the students).

Teacher's questioning is very important in starting and maintaining interaction within the classroom. As Richard and Lockhart (1996:185) state that questioning is one of the most common techniques used by teacher and served as the principal way in which teacher's control of the classroom interaction. When the teacher asks question (s), it is available for the students to answer the question (s) even it is just simple answer given. The interaction in questioning and answering is one part of a communication process. According Al-Darwish (2012:80) Questioning and answering is important for student success in the classroom, and even experienced teachers do not perform well if they do not employ questions in appropriate ways. Types of questions which are given by the teacher actually should get the feedback from the students during the whole classroom interaction itself. Through those questions that related on, the

teacher should be able to know which questions that can attract students' participation in giving the answers by their outcomes, their desire to giving opinions or like critical thinking. Furthermore, teacher should pay attention to the types of questions in questioning and use it as a question strategy in function of increasing their outcomes and making a good classroom interaction be productive, not just like give them knowledge without exploring their knowledge itself.

A common problem that EFL (English as a foreign language) teachers are in facing is to deal with a passive class, where students are not responsive and avoid the interaction with their teacher. Because of this problem, the teacher has a right to stimulate the students through appropriate questions and good reaction also. Shaunessy (2005:10) argues that the reaction of the teacher should be important and appropriate to the purpose of the questions given to the students.

Based on the writer experience in Integrated Teaching Practice Program (PPLT) 2015, it had been observed that many students could not understand what their teacher asked about. Firstly, when teaching ran, the teacher just had a sit; taught and explained the lessons in simply ways, moreover, when teaching, the teacher's articulation was bad and in delivering some questions, the questions given were ungrammatical and very simple, so it could not increase the students' participation. To clarify this simply observation, the students had been asked and they told that they were lazy to study with their teacher. They did not know every

question that given to them exactly. So, they just listened without accepting something. Furthermore, they were not brave to explore their ideas because of lacking knowledge and also they were very passive during the teaching-learning process itself.

- T : Morning
 S : Morning sir
 T : Have you worked your homework? Udah kalian kerjakan PR kalian itu?
 S : Yes sir.
 T : Ok, ayo kita periksa. What the answer number 1? (his voice was too smooth). Hmmm, ok, write on the blackboard. (and one by one the students wrote the answer and the teacher checked the answer by himself only) ok, look at in page 24, and do the exercise.

Because of this experience, the main point which can be taken is that a good teaching is when among the teacher and students have interaction well during teaching-learning process itself. The teacher should give questions to stimulate the students' participation and creative thinking.

As a preliminary data, an observation was carried out before in SMA RK Serdang Murni Lubuk Pakam. The preliminary data can be seen in the following dialogue:

- T : Good morning everybody?
 Ss : Good morning ma'am!
 T : Any absent? Ada yang tidak hadir?
 Ss : no ma'am. Semua hadir ma'am.
 T : hmm, okay. Today, we are going to learn about health. Now, open your book in page 88. You can see the title about "beware of smoking". Coba liat halaman 88, setelah itu buat dialog tentang larangan merokok. You have to make a conversation about smoking. Before you make the dialogue, please write down these expressions. Kalian salin contoh-contoh ekspresi di papan tulis,

(the teacher wrote the expressions) kemudian you must translate at all. After that, make the dialogue with your friend which consists of two.

From the preliminary data above, it can be seen that there is no questions to attract the students' critical thinking. Because of this action, the classroom interaction will be passive. They cannot develop their critical thinking and participations.

Questioning here is typically implemented by teachers in their teaching process. It is basically implemented in order to build and increase interaction in the classroom, and also to stimulate the language production of students. It is unfortunate that the teacher does not realize the importance of using appropriate questions types and strategy in order to help them through producing the language. Because of that, they will get boring and they will be unmotivated to speak or develop their speaking skill.

For concerning explanation above, the researcher is interested to conduct a study about the type of questions used by the teacher and describe why the teacher's questions are realized in teaching learning process in SMA RK Serdang Murni Lubuk Pakam in order to find out the questions used frequently and effectively in classroom interaction.

B. The problems of the Study

In accordance with the previous background of the study, the problems of the study are formulated as following:

1. What types of teacher's question are used during the English teaching-learning process in SMA RK Serdang Murni Lubuk Pakam?
2. Why are the types of teacher's question used in teaching-learning process as the way they are?

C. The Objectives of the Study

In supporting of the research problem of the study, the objectives of the study are formulated as following:

1. To find out the types of teacher's question used during the English teaching-learning process in SMA RK Serdang Murni Lubuk Pakam.
2. To describe the reason why the teacher's questions are used in teaching-learning process as the way they are.

D. The Scope of the Study

The study is limited to analyze the types of questions used by the English teacher during teaching-learning process in classroom interaction through one meeting in reading comprehension session where the types of questions are factual questions, empirical questions, productive questions and evaluative questions. This study will be applied in XII IPA 2 of SMA Swasta RK Serdang Murni.

E. The Significances of the Study

The findings of this study are expected to provide information which may have theoretical as well as practical value for teachers.

1) Theoretically significance,

The research findings of this study later are expected to be useful for the enrichment for the addition of some new theories and information in the area of how the teachers should provide their questions to stimulate the students' curiosities and participations during the classroom interaction itself.

2) Meanwhile practically, the findings are useful for the teachers in teaching-learning process, which types of question can affect and improve the students to be more active.