

CHAPTER I

INTRODUCTION

A. The Background of the Study

Interaction in classroom is essential for the success of teaching and learning process because it will help the teaching and learning process run smoothly. Interaction in the classroom refers to the conversation between teachers and students, and also students and students in order to achieve the learning goals. Communication plays a significant role in developing classroom interaction. Teacher's question is one of communication ways in classroom interaction. It can be helpful in initiating and facilitating interaction in the target language (Brown, 2007).

Teachers need feedback from their students and it can be achieved by asking students with many questions during teaching and learning process. Thornbury states that the activities of classroom interaction should be performed in situations where students can show interest, understanding, and ask questions. Gattis also (2002:41) states that a question is one of the most important tools in guiding and extending students' learning. In the other hand the successful of teaching cannot be separated with teachers' question. Besides for communication, asking questions also help teacher to see the students 'thinking ability and students' evaluation.

Students' thinking ability is always been the central aim of education. Every teacher need to improve their students thinking ability to make students

able to become more successful in learning. Thinking ability also needs to improve in order to make students more able to contribute in society. Evaluation is considered as part of positive process to develop teaching and learning process in classroom interaction. The main reason teachers evaluate is to find out what students have learned. By evaluating their students, teacher can know what students know or do not know and also make teacher can develop teaching and learning process that suitable with students' learning need.

Every teacher has strategy in making teaching learning process runs well. In teaching learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught. Sometimes, there will be time when the teacher does not get response from the students at all, so it is expected that teacher can make a good atmosphere during the lesson by encouraging the students to participate and to get involved.

McNaughton and Williams (1998) said that questioning is a very good and pervasive teaching technique which is relevant to most learning experience. By asking questions, teachers can develop the students work and thinking. It can also make students more engaged in the learning process. Teachers often use questions to ensure that students are attentive and engaged, and to assess students' understanding. Teacher's question should stimulate the students' thinking skill. It can be stimulated by asking students with higher order question. Teacher's questions must be able to measure not only understanding in certain subject but also their ability to think in answering question.

Asking higher-order questions is an effective means of developing learners' critical thinking skills because in the process of responding to such cognitively demanding questions, learners are encouraged to think at a cognitively higher level (Bloom, 1956; McNeil, 2010). Higher order thinking skill (HOTS) is thinking on a level that is higher than memorizing facts or telling something back to someone exactly the way it was told to you. HOTS takes thinking to higher levels than restating the facts and requires students to do something with the facts, understand them, infer from them, connect them to other facts and concepts, categorize them, manipulate them, put them together in new ways, and apply them as we seek the solutions.

Further, theory of scientific approach also states the importance of questioning in classroom interaction. It states that teacher have to facilitate the students with scaffolding to stimulate and encourage the students in teaching and learning process by giving questions (Government's file, 2013, pp. 34-35). Teacher also can lead the students to give their attention to begin learning and stimulate them to pursue knowledge on their own by giving questions (Suharyadi, 2013, p.3-4).

Based on research of Marso&Pigge in 1993, it shows that most teachers asked questions only to recall information. However, when teachers are surveyed about how often they use higher-order thinking; both elementary and secondary teachers claim they use these cognitive levels quite a bit. Although some of this discrepancy may come from recent advances in classroom practices that emphasize higher-order thinking, it is also clear that many teachers believe they

are using higher-order thinking when, in fact, they are not. That situation happens because many factors such as they do not care with their students, they do not know the material well, they just focus on delivering the material without feedback from students, or they are lazy to give high order questions. It gives negative effect to the student. That is why; the quality of questions given by teachers should be improved to increase students' thinking skill.

In this study, the researcher will conduct research in senior high school. Commonly, high school students are more interested in teachers' question than just explanations. If teachers raise questions, students will feel challenged answer it. Considering SMA Negeri 1 Tiga Panah is one of a favorite high school in Kecamatan Tiga Panah and it is located in a village which is far from the city. Even when the village is far from the city, the mobility in the village is far better than others. In addition, because English is not used in daily conversations in this school, the researcher is interested in studying teacher's question in this school, about how the teacher delivers the subject especially how they raise questions in classes and focus on English teacher at grade tenth. The researcher want to know what kind of teacher's question that teacher used during teaching and learning process and why the teacher ask that question to their students.

Based on information that got from one of English teacher in that school, it is said that the teacher always makes a list of question that will be asked to students during teaching and learning process. All of the questions are asked based on lesson plan in order to achieve the goal or the purposes of the study in one meeting. The teacher only thinks of how to deliver the material without

focusing on how to make students thinking critically. This is a conversation between teacher and students in the classroom in first observation using “song” as the material.

- Teacher : Good Morning class
 Students : Morning Ma’am
 Teacher : We only have some meeting before examination, right?
 Students : Yes Ma’am
 Teacher : Ok, *minggu lalu kita udah dengerin satu lagu* .Have you finished your homework?
 Students : Finish Ma’am
 Teacher : Who can tell me the title of the song?
 Students 1 : You’ve got a friend, ma’am
 Teacher : Good, who is the singer?
 Students 1 : James Taylor, Ma’am
 Teacher : Who can tell the value of the song? Raise your hand
 (No one raise their hand)
 Teacher : halo.
 (Still silent)
 Teacher : Can we categorize that song as a happy song or sad song?
 Students : Happy ma’am
 Teacher : Why?
 Students : Because, it is about have a good friend ma’am!
 Teacher : Ok, good. How about the others?
 (Silent)
 Teacher : Ardi, can you?
 Students : He said friend will always help us ma’am.
 Teacher : yeah, good.

In the observation, the researcher sees problems in a class that teacher asks questions just to know whether the students have understood about the material that resulted one or two words as answer. The teacher asks a question to some students that considered as a smart student in that class. When the teacher asks their opinion, most of them still take a long time to think. The teacher is just asking the students to learn without stimulating students to engage in teaching learning process. This kind of situation creates the lack of interaction in the classroom. These problems make students’ critical thinking is not stimulated. So

that, the researcher gets interest to conduct further research to know why this situation can happen, by seeing the types of questions appeared and the teacher's reason of asking those questions. Hopefully, by using this study teacher know how to ask better questions to stimulate the students 'thinking skill' in teaching and learning process.

B. The Problem of Study

Based on the background of study above, the problems of the study were formulated as follow:

1. What types of question are dominantly used by the teacher in classroom interaction?
2. Why does the teacher ask those types of questions in classroom interaction?

C. The Objectives of Study

The objectives of study are:

1. To find out the types of question that are dominantly used by the teacher in classroom interaction
2. To explain the reason of teacher ask those type of questions in classroom interaction

D. The Scope of Study

There are so many types of question can be applied by a teacher in classroom interaction. So this research is limited to analyze teacher question used by the English teacher in classroom interaction during teaching-learning process based on Richard and Lockhart's theory. Then, analyzing the reason why the

teacher asks those questions in classroom interaction. This research will be conducted in SMA Negeri 1 Tiga Panah for grade ten students.

E. The Significance of Study

The result of this research is expected to provide information which may have theoretical as well as practical value for teacher.

Theoretically, this study will give better understanding about type of teacher's question, the reason of questioning and how teacher's question can stimulate student's critical thinking.

Practically, this study will be useful for the teacher. All the information can be applied by teacher in order to develop classroom interaction.

