

CHAPTER I

INTRODUCTION

A. The Background of the Study

In the term of teaching English, the teacher and students must create a communicative interaction from each other in the classroom in order to accomplish the purpose of teaching. Teachers had put a lot of efforts in teaching to increase students' achievement, if the students themselves did not have high capabilities and motivation to learn, the process of English language teaching will not be effective. Brown (2000) emphasized that the success of students in second language is affected by "students' personal investment of time, effort, and attention to the second language" and "if all learners were intrinsically motivated to perform all classroom tasks, we might not even need teachers" (Brown, 2000). He also stresses that what is important to motivate the students, by creating awareness amongst them regarding the importance of English and then gradually helping the students to attain his/her goal.

To some extent, all of our knowledge comes from question and every question demands an answer as the response. In doing communication, speakers ask between 300-400 questions per day, however the quality and value of questions varies. Tracy (2005;34) states that 300 until 400 question per day are said by people to know some information. Every question demands an answer as the response. That is why question inevitably generate communication. At stage of our education,

questions are the core element around which communication between teacher and student place.

Therefore, it is necessary to view the English language teaching from the students' perspectives. What students perceive about what is going on the class will influence their achievement in the class. Hiew (2012) argued that "learners" perception towards the teaching and learning of English should be taken and reviewed seriously as it is a two way process involving teachers and learners. Maker and Nielson (1996) urge teachers and students to form open relationships to create an atmosphere appropriate for investigation on challenging ideas through purposeful, well-timed question asked by both teachers and students. So that, creating a good atmosphere in the class will make a good interaction.

Talking about teaching English in the classroom, one thing that we should not ignore is the role of student questions in the English process. Because it has the potential to greatly facilitate the learning process and to promote comprehension and learning which can stimulate thinking. In the classroom, the function of question is aimed at creating interaction, activities, and drills in language teaching and learning. Moreover, the 2013 curriculum emphasizes that students should take the active role in the teaching learning process. And also it has a student-centered approach and the students should develop their skills.

However, teachers noticed that the students were not able to fully participate in the learning process particularly in delivering a question. There was significantly imbalanced between teacher and student in delivering a question, in which teacher is more dominant in asking questions than students during classroom

interaction. In analysis of type script of lessons early last century, Stevens (1912) reported that the teachers appeared to ask four hundred questions per day; that 65 per cent of those questions were concerned with recall of textbook information; that learning consisted mostly of responding to teacher questions and that virtually no questions asked by pupils were concerned directly with learning.

Since teachers and students are important actors in the class, the use of questions is believed to be essential as a bridge in finding the gap of mind in the teaching and learning process. Brown (2000) had note the importance of the classroom interaction as “the collaborative exchange of thought, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other”. Thus, the patterns of interaction in the class will depict the activities of students and teachers in the class to reach the objectives of the English language teaching. Guihun (2006) confirmed that questions served as “a fundamental tool of teaching and lie at the very heart of developing critical thinking abilities of the students”. The use of questions is supposed to be a creative medium in encouraging students’ activities in the class.

Presently, a growing number of educators emphasize the importance of student questions in both teaching and learning processes, and the number of research studies looking for ways to encourage students to generate questions is growing. Studies at different educational levels and context generally indicate the learners avoid asking questions. The number and kind of questions that learners ask may be influenced by previous knowledge, experiences and skills, their age, the

attitude of the other teacher, teaching style, classroom evaluative climate, social interaction patterns and nature of topic.

Graesser (2003) emphasized that students question usually result from a gap or discrepancy in the student's knowledge or a desire to expand their knowledge. Students question may be triggered by unknown words or inconsistencies between their knowledge and new information, which then provoke 'cognitive disequilibrium'.

The reason why the researcher chooses the topic "Students Question in English Classroom Interaction" as the topic of discussion in this thesis are because the question is an important thing or an obligation that students must do to the teacher for various reasons, one of which is to build a more conducive interaction between the teacher and students in the class. Students' questions are believed to be able to build students' creativity and also improve students' thinking patterns when learning takes place. That is why the researcher raises the title about student questions in class interaction as a thesis. There are some important points that must be considered before students ask questions in class. In order to find out what questions were presented by students in class and also what factors affecting students question in the class, the researcher conducted the research. The result of this problem somehow will be a good solution in the future.

Students' question have some types according to Long and Sato (1983) provide the following examples of students' question, namely, referential question and display question. Display question is answered by the audiences and serve as brainstorm device or comprehension check with an answer known beforehand by

the questioner. It is found for confirmation check. Referential question is genuinely eliciting information from listeners. This type of question brings a lot of advantages for inviting more creativity and curiosity of the students in the class.

For regarding explanation above, the researcher is focus and interested in conducting a study on students' asking questions types used in the classroom interaction at SMA YPI Dharma Budi in order to find out the questions used frequently and in classroom interaction and the importance and role of student's question in classroom interaction.

Based on my observation in SMA YPI Dharma Budi, it was found that the teacher and students have a little good interaction in the learning process at class. Here is the result of an interview with one of the English teacher who teach in 11th grade science of SMA YPI Dharma Budi. Research (R), Teacher (T) .

(R) : I want to ask about classroom interaction and students question in the class. How do you interact with students during the learning process?

(T) : The interaction at class is very good I think. They interact in teaching learning process by giving question.

(R) : Are students actively asking questions during the learning process?

(T) : Yes, they are. They are active to answer and also giving question.

Especially during discussion learning. But sometimes they are asking question out of the topic in the learning process.

(R) : If they actively ask questions in class, sometimes what makes them active in asking questions in class during the learning process?

(T) : I think one of them is because they want to know what they don't understand. When I explain something but they don't understand it, sometimes they are there asking me what they don't understand. I also sometimes like it when they ask that it means they are following my lessons well and are not kidding. It is rare that children like to ask questions and are very ignorant of the lessons described by the teacher in class, maybe other things depend on the lesson and the teacher too. The way the teacher teaches how is also one of the reasons why students actively ask questions in class.

(R) : What do you think about the role of questions in the learning process?

(T) : In my opinion, the role of the question is very important during the learning process. Because from this question, interaction between students and teachers can arise. I also think this question can improve the students' mindset. As a teacher, I can measure the level of students' desire to learn yes through these student questions.

Based on the data, the researcher concludes the students' in class active in learning process and they are active in asking and answer when the teacher asking or giving some question during the learning process. The teacher said the students' will giving some question when they are do not understand the materials that has been taught.

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 students' question are used in classroom interaction at SMA YPI Dharma Budi?
2. What are the factors affecting of students' question in classroom interaction at SMA YPI Dharma Budi?

C. The Objectives of the Study

Based on problem of the study, the objectives of the study are

1. To discover the types of students' question are used in the English learning process in classroom interaction at SMA YPI Dharma Budi
2. To investigate the factors affecting of students' question in classroom interaction at SMA YPI Dharma Budi.

D. The Scope of the Study

This study focuses on investigating the students' question used by students in English classroom interaction. Specifically, the study is concerned with the types of students' question are used in the English learning process and also the factors affecting of student's question. This research was conducted during the process of learning English, the researcher in order to know what types of students' question often use when they ask questions in the class. Thus, the researcher would also want to see what are the factors affecting students' question in the class. The learning used in this research involves teaching by the teacher proportionally. This study will be applied at XII MIA-1 and XI MIA-2 in SMA YPI Dharma Budi.

E. The Significances of the Study

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

1. Theoretically, 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 students deliver their questions during the classroom interaction.
2. Practically, the findings are useful for the students in learning process, which types of question can affect and improve their questions to be higher level.

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