

CHAPTER I

INTRODUCTION

A. The Background of The Study

Language is a communication tool used by everyone around the world. However, not all languages can be said to be international languages or languages used as communication between countries. One of the international languages is English. English has an important role in the world. Many people use English to communicate with people from other countries. English has a role in the development of science, art and culture, technology and many other things. As explained earlier that English has a role in the development of science, making this language a necessity in the world of education. Therefore, English has been applied to be taught at every level of education in Indonesia as the first foreign language.

Building interaction is needed in the classroom, especially in learning English. Interaction is one of the most important things in the success of the teaching and learning process. Interaction in class is an activity that provides opportunities for teachers and students to discuss with each other about learning material during the teaching and learning process. Teacher actions and teacher-student interactions are important aspects of the teaching and learning process. This explains that good interaction between teacher and learner will produce a comfortable atmosphere to exchange ideas, provide ideas and suggestions. This

interaction will create a reciprocal effect between teachers and students in class interactions.

Nowadays, Corona virus has been contagious all around the world. One of the effects of this pandemic is that the interaction of people becomes very limited because of social distancing. This situation makes teaching and learning process should take place at home. Teacher and students no longer interacts directly in the classroom.

Moore (1989) as quoted by Belawati (2019:38) states that there are three types of interactions that occur in a learning process, namely the interaction between (1) students and learning material (learner-content), (2) students and teachers (learner-instructor), (3) students with other students (learner-learner). In online learning, the interaction between students and teachers and other students certainly occurs online too, Moore (1997) as quoted by Belawati (2019:38). The technology used for synchronous interactions is for example video-conferencing and online chat, while for asynchronous interactions, for example e-mail and discussion boards, Kearsley as quoted by Belawati (2019: 38).

To initiate interaction in the classroom, the teacher employs questioning behavior which is manifested in types of questions and strategies of questioning. Giving questions to students is different from the everyday communication that occurs in classroom interactions. By asking the students the teacher can control classroom interactions and this is a technique that is often used by teachers. The questions given by the teacher are useful for students to express their opinions about something the teacher asks so that students can give longer answers than

when answering routine or display questions Brock (1986) as quoted by Zaenudin (2016: 112).

Questions have the impact for teacher and students. Teacher questions can not be separated in teaching and learning process. For teacher, questions are useful to utilize strategies that require students to think deeply and process information. For students, they have the responsibility, again as reflected in the standards, to respond to questions from others, to collaborate during discussions, and to ask questions of their own.

Types of teacher's questions can be classified into three categories according to Thompson (1997) as quoted by Walsh (2011). Thompson classifies question types based on Form, Content, and Purpose. First based on form, this is a grammatical categorization: whether the questions are closed or open, or, more traditionally, yes/no or WH-question. The difference between closed questions and open questions is that closed questions are used to increase student involvement to be more active in the teaching and learning process by giving questions in the form of short answers, namely closed questions. Open questions are given to deepen or broaden students' knowledge in contributing to the teaching and learning process. Second, based on content, the focus of the question may relate to personal facts, outside facts or opinions. While the value of 'personalizing' questions cannot be denied, since it often results in increased learner investment in the discourse, Thompson argues that 'personalization does not necessarily mean that real communication is taking place' (1997: 101). The third is based on purpose. The distinction here is between questions that are for

display and questions that are for communication. According to Thompson, the distinction between display and referential questions is over-stated, the real issue being the extent to which teachers behave as if they know the answer to a question; genuine communication can be facilitated when teachers act as if they do not know the answer to a question or deliberately ask questions (about learners' culture or professional background) to which they do not know the answer.

In this research, the researcher will analyze teacher question types based on its purpose. As explained above, the question based on purpose is chosen because the question that is included in that type is used to communicate further. In accordance with the conceptualization of learning as participation in social, including classroom interaction teachers are supposed to instigate and sustain quality interaction through matching their language use with the pedagogic goal of increasing learners' participation opportunities. In other words, this type of question is more suitable to be used to maximize students' participation in classroom interaction, especially orally.

The teacher asks questions to find out how students understand the lesson and how students apply their knowledge to understand the learning given by the teacher. With questions from the teacher, students can actively participate in the teaching and learning process. Zaenudin (2016: 113) states that teacher's question can give more space of learning because it will build a critical mindset in giving responses and utilize their knowledge to obtain possible answers. This happens

because the questions given by the teacher require students to give their opinion, Ellis (1994) as quoted by Zaenudin (2016: 113).

To determine students' participation in classroom interaction, it can be seen from the responses given by students. According to Wu (1993) and Lorsch (2003) as quoted by Zaenudin (2016), the data reveals that there are two types of student responses delivered from teacher questions in present study. The first types is verbal responses and the second is non-verbal responses. Verbal responses refer to the answer of teacher question provided by the students in form of word, simple sentence, or complex sentence (Yamazaki, 1998). And the non-verbal responses refer to responses given by the students in form of gesture or body language, such as nodding, shaking, and the like.

In this research, researcher will analyze the types of students responses based on verbal responses. As explained above, the current learning system is online learning. The interactions that occur in online learning become more limited. This situation makes it is impossible to analyze students responses based on non-verbal responses so that the researcher choose to analyze student responses based on verbal responses. Students' response are important for some reasons, such as students can express their idea, show how far their comprehension to the material, and students can think logically.

Preliminary research was conducted by using Google Meet in SMA Negeri 1 Babalan for two weeks. The preliminary research shows that the teacher asked a lot of questions in English classroom. It can be seen that teacher asks students for

classroom management, checking student's understanding, control students' behavior, obliging students to contribute classroom interaction.

Teacher : Good morning students

Students : Good morning Miss

Teacher : How are you today?

Students : I am fine Miss. How about you Miss?

Teacher : I am fine too.

Teacher : Let's get started we continue our lesson page six, open your book page six. Buka bukunya halaman 6!

Teacher : can u see the book on your screen?

Student : (silence)

Teacher : Bisa liat bukunya dari screen kalian. Ini miss ada share buku bisa ga kalian buka di hp kalian?

Students : Nampak miss

Teacher : oke so here are. What is the meaning of Offer?

Students : silence

Teacher : offer means physical to give something to someone which can be taken as a give or a treat. Who can translate this sentence ?

Student : penawaran berarti memberikan sesuatu yang fisik atau abstrak kepada seseorang yang bisa diambil sebagai hadiah atau perdagangan

Teacher : oke thank u so much. Next, offer can be given in terms of food, money solutions or it can be taken or refuse. Who can translate this sentence?

Student : (confused)

Teacher : Ayo, siapa yang bisa translate kalimatnya?

Student : penawaran bisa diberikan dalam bentuk makanan uang solusi, hubungan pertemanan, penawaran itu bisa di ambil atau di tolak.

Teacher : oke thank you. Next?

Student : (silence)

Teacher : Next, social function to facilitate in different people. Who can translate this sentence?

Student :.....

That is the phenomena that happened during teaching and learning process. The data shows that there is a question and answer interaction between teacher and students. During the lesson, the teacher asks a lot of questions to students about the material discussed that time. Based on that phenomena the researcher wants to conduct the further research under the title “English Teacher’s Questions and Students’ Responses in Online Classroom Interaction of Senior High School.

Researcher wants to know further types of teacher questions and students response. It can be seen whether the students are active or not in teaching learning process.

One of the teaching strategies used by teachers to help students understand or acquire the target language well is by asking questions. However, teachers often ask questions without considering the types of questions that have been asked and how much time the teacher gives students to answer the questions. This causes the teacher not to receive appropriate responses or even students do not respond to the question. Based on this, the teacher must master the types of questions and why teachers ask questions to students during the teaching and learning process. Questions from the teacher can be used as a tool to get responses from students and create classroom interaction so that learning can run well.

Regarding to that issue, there are some previous studies that have been conducted by some researchers. Apriani and Marchelina (2018) conducted a study entitled "An Analysis of Teacher Questioning in The Classroom Interaction". The objective of this research is to identify the types of basic questions the teacher asks. It was found that the type of basic questions teachers asked can make a significant difference in student achievement. It means that the students will give good responses if the teacher asks the right question. Another study was conducted by Rahmi, Amri and Narius (2018), entitled "An Analysis of IRF (Initiation-Response-Feedback) in Interaction Between Teacher and Students in English Class at SMA Negeri 2 Padang Panjang". This study was conducted to obtain information about the dominant and the types of each part of IRF pattern in

SMA Negeri 2 Padang Panjang. It was found that teacher question automatically affects students' response. The students answer to teacher's questions well with the questions posed by the teacher.

From the explanation above, types of teacher questions are necessary to find out because the questions helping students to develop their thinking, enabling teacher and pupils to see the progress over time. In addition, the importance of knowing the types of teacher questions according to purpose, first to see students understand what teacher's saying when they study. The second reason is to provide opportunities for students to use proper pronunciation, intonation, and emphasis of the target language. The last one is to ensure that the class is following, that everyone understands and that learners don't 'get lost' in the rapid flow of the discourse, Walsh (2016). From the questions, the dominant type of questions can be found out. The dominant type of questions indicate the most frequent questions asked by teacher. It also indicates teacher's ability in asking question whether teacher makes students involved in teaching and learning process or not.

Related to those reasons, researcher is interested to conduct this research. This study aims to investigate the teacher's questions types and students' responses. Kinds of questions that were analyzed is all teacher's question during teaching and learning process.

B. The problems of the Study

Based on the background of the research above, the problem can be formulated as follows:

1. What types of questions does the teacher ask in online classroom interaction?
2. What types of responses do the students use to answer the teacher's questions in online classroom interaction?

C. The Objectives of the Study

Based on the problems mentioned above, purposes of the research are:

1. To identify the types of questions used by the teacher in online classroom interaction.
2. To know the types of students' responses based on teacher questions in online classroom interaction.

D. The Scope of the Study

Based on the background of the research and the research problems above, this study will focus on the types of teacher's question and students' responses during online classroom interaction. However, the researcher limit the research just in XI MIPA 2 SMA Negeri 1 Babalan.

E. The Significances of the Study

Theoretically:

- a. For teacher, it is useful to give better understanding about types of question utilized by teacher, in teaching-learning process.
- b. For students, it is useful to give better understanding about types of responses used in answering teacher's questions.
- c. For other researchers, the findings also can be references to other studies.

Practically:

- a. For teacher, it is useful to give information about types of questions that can be applied by teachers in order to increase or develop classroom interaction in teaching-learning process.
- b. For students, it is useful to give information about types of students' responses that can be applied by students in answering teacher's questions.
- c. For other researchers, the explanation of this research can be used as a references for those who want to do other research.