

CHAPTER I

INTRODUCTION

A. The Background of the Study

Teaching English is an important role in the world. It is common for people in the world to communicate with people from other countries in English. English education as a foreign language is becoming more popular in the new era of globalization of education. English, on the other hand, is a subject that can be learned at all educational levels. For these reasons, English has been taught as a foreign language at all levels of education in Indonesia (Ramelan, 1994).

Communication occurs between students and teachers in a classroom that is defined as interaction. The interaction between students and teachers in the classroom is significant because it determines the success of the teaching and learning process and increases students' language ability and achievement. The teaching-learning process consists of two main components: teachers and students. Teachers teach and students learn. Other interactions occur between student and student, students and materials, the main components of the teaching and learning process (teacher and student) with the supporting components of the teaching and learning process such as materials, space and time, teaching facilities and learning aids, school environment. These days the global spread of COVID-19 pandemic causes class suspensions resulting in the needs of online learning (Moorhouse,

2020). This pandemic causes teaching and learning process should take place at home.

Online learning is a set of learning activities in a subject delivered through the internet using digital information. This term is used to refer to a teaching and learning approach that involves using Internet technology. Online learning environments can be used by students to access and share information and materials and to work together on them. Online learning is also perceived as the utilization of internet in accessing materials; having interaction with contents, teachers, and other students; and gaining assistance in learning process to gain knowledge, make meaning, and progress through learning experience (Ally, 2008).

Teachers and students are believed to be essential actors in the class, and the use of questions is believed to be essential in bridging the gap of mind during the teaching and learning process. The use of question is supposed to be a way to encourage students' activities in the class. Guihun (2006) confirms that questions serve as “a fundamental tool of teaching and lie at the very heart developing critical thinking abilities of the students” (p. 100). Online learning is a series of learning activities provided through the Internet using digital information. This term is specifically used to refer to a teaching method that involves the use of Internet technology.

One thing that I do not want to ignore is the role of students' questions in the learning process. Because it can allow students to learn more efficiently, which can make them better thinkers. In the classroom, the function of questions is aimed at creating interaction, activities, and drills in

language teaching and learning. The 2013 curriculum emphasizes that students should participate in learning rather than just listening to a teacher.

Furthermore, Richard (1985) notes that questions are used to provide models for information, repetition and manipulation exercise to test comprehension, and to maintain an acceptable ratio of student-teacher participation in the learning process.

The term "question" is used in many contexts. The purpose of delivering a question in the classroom is to create interaction, activities, and drills in language teaching and learning. Alexander (1988) elaborates in the classroom itself; the question is a tool as an information-seeker such as a) asking opinion, b) enlisting reinforcement or support, c) trying to get a response showing acceptance, forgiveness, love, attention, d) analyzing critically etc. Nevertheless, as an information observation, conducted, most of the students found the difficulties to deliver questions. Therefore, they appear passive in class.

Recently, the importance of students asking questions has been emphasized by many educators. In studies at different levels and situations, learners are generally less likely to ask questions. Questions affect teachers and students. 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.

Student's question can be classified for the purposes of examining the roles of student's question in the classroom. Long and Sato (1983) provide the following example of student's question. They are Referential question and Display question. 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 distinction is important because closed questions are easier to answer than open ones. A closed question may facilitate involvement by asking for a short answer, which can then be followed by an open WH-question to extend the learner's contribution. 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.

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).

In this research, the researcher will analyze the types of the students' questions based on types of question according to the theory of Long and Sato (1983). As we know, since the pandemic that occurred in Indonesia in March 2020, people's activities and routines have stopped. The government also decided to close schools and replaced the teaching and learning process with an online system. Currently, the teacher provides material through learning applications such as Google classroom and conducts class interactions through the Zoom application and Google meet. With an online teaching and learning system, many students do not understand the material presented by the teacher. Many students also ask questions ranging from asking about what they do not understand and also asking about what they have understood to make sure it is true. So the researcher chose to analyze students' questions based on Long and Sato (1983) theory. Students' questions 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 Zoom Meeting in SMA Negeri 3 Pematangsiantar for one week. The preliminary research shows that the teacher gave material after that they had a lot of questions in English classroom. It can be seen that the students' questions for checking types of the questions were display and referential questions (Long and Sato 1983).

Teacher: Good morning, students?

Students: Good morning, Sir.

Teacher: How are you this morning?

Students: I'm fine Sir. How about you, Sir?

Teacher: I'm fine too. Let's resume our lesson open your book page 53.

Teacher: *Bagi siapa yang sudah membuka buku halaman 53 dapat membacakan topik materi hari ini.*

Students (Esra): *Tentang explanation text, Sir.*

Teacher: That's right, thank you Esra.

Teacher: *Sekarang perhatikan screen kalian, ini sir ada share powerpoint about explanation text.*

Students (Ribka): *Baik, Sir. Powerpoint yang sir share bisa dilihat di sharecreen, **betulkah**, Sir? (Display question)*

Teacher: Yes Ribka, you're right

Teacher: Now, I want to explain the definition and generic structure explanation text.

Teacher: Explanation text *adalah teks yang tujuannya untuk menjelaskan bagaimana dan mengapa sesuatu bisa terjadi dan termasuk tentang natural phenomena. Misalnya, di buku mata pelajaran biologi ada teks yang menjelaskan bagaimana metamorfosis kupu-kupu. Dan untuk generic structurenya ada 3 yaitu: general statement, explanation and the last is Closing. Is there any question?*

Students (Ari): Yes Sir, *saya mau bertanya. sir language features termasuk dalam generic structure explanation text, apakah benar, Sir? (Display question)*

Teacher: Yes, of course. Di generic structure explanation text language features *juga termasuk.*

Students (Astuti): **Explanation text hampir mirip dengan procedure text bahkan kedua text punya karakteristik yang sama. So what the difference between the two texts, Sir? (Referential question)**

Teacher: So Astuti. the difference lies in the function of each text. Procedure text explains how to do something, while explanation text explains how something happened.

Students:

From the preliminary data, those were phenomena that happened during teaching and learning process. Based on those phenomena the researcher wants to conduct further research under the title “Students’ Questions in Online Classroom Interaction.” Researcher wants to know further types of students’ questions factors affecting students’ questioning. It can be seen whether the students are active to ask questions in an online teaching learning process.

Related to those reasons, the researcher is interested in conducting this research. This study aims to investigate the types of question that students ask and factors affecting students’ questioning. Students’ questions are analyzed during teaching and learning process.

B. The Problems of the Study

In relation to the background of the study, the problems of the study are formulated as the following:

1. What types of question do the students ask in an online classroom interaction?
2. What are the factors that influence students to ask ?

C. The Objectives of the Study

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

1. To identify the type of student’s question that are used by the student in an online classroom interaction.
2. To know the factors affecting students’ questioning in an 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 student's question and the factors affecting students' questioning during online classroom interaction. However, the researcher limit the research just in XII MIPA 7 SMA Negeri 3 Pematangsiantar.

E. The Significance of the Study

The findings of this study might be beneficial in both theoretical and practical terms:

1. Theoretically, to give better understanding about type of question utilized by student in teaching-learning process. The findings also can be references to other studies.
2. In practice, the results are expected to provide teachers with some advantages in the online learning process, knowing the prevailing question types, and knowing the factors that can influence how students ask.

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