

CHAPTER I

INTRODUCTION

A. Background of the Study

Communication between teacher and students is seen as a critical component of effective teaching in learning process. Teachers play a vital part in the learning process. Students will be given explanations and presentations by their teachers. Students do not have the option to expand their knowledge by searching for educational materials on their own. The teacher will solve any learning problems that arise, and all solutions will originate from the teacher. The interaction between the teacher and the students in a foreign language classroom provides an opportunity for both to use and practice the target language (Faruji, 2011:1820), and it is the best way for students to hone their skills in the target language (Rohmah, 2010:1). It is obvious that the interaction provides a wide range of opportunities for students to practice their language, and it is up to the teachers to select whether or not their pupils will have the opportunity. As the purpose of teaching and learning, it is critical for English teachers to establish strong contact with their pupils.

The interaction of the pupils is also crucial. When they respond appropriately to the teacher's talk, it indicates that they comprehend the language used by the teacher. One type of teacher's talk is the language that the teacher to communicate with the students, such as starting interaction and providing feedback to the students (Richard, 1994 :188). Teachers serve as instructors and facilitators for students. The students are provided opportunities to expand their knowledge and ideas, and when challenges with learning are discovered, students are left to figure out the answer on their own. As a result, teachers can employ stimuli to their pupils, such as asking questions, inviting them to events, and giving instructions. The students who

active participation in the classroom rises as a result of providing feedback to the students' responses.

Questioning is one type of contact that gives students the opportunity to use the target language (Nurhidayati, 2006:142). It is one of the most time-consuming activities for a teacher in the classroom. When classroom activities are meaningful, they lead to good learning. Question-based classroom activities are thought to help pupils learn more effectively. Successful learning in an English classroom should include knowledge of both the language and the material. In order for learning to be relevant and successful, questions in the English classroom should create opportunities for actively students to participate in the classroom.

There are numerous reasons why teachers should ask their pupils questions, whether the inquiries are directed at a single student or the entire class in their classroom. The teachers used a questioning types as a strategy not only to promote classroom interaction, but also to encourage students to communicate in a real-life setting, to foster a closer relationship with the students, and to assist student with difficulty expressing themselves due to their limited vocabulary. The questions are usually utilized at the end of a class, but they are also used at the start and middle of the teaching and learning process. According to Long & Sato (quoted in Chaudron, 1993:127), teachers sometimes ask students for information that they already know, such as asking questions based on the text, to assess their understanding. As a result, teachers should utilize questions to verify students' comprehension and provide opportunities for them to use target language, resulting in increased learner productivity and meaningful dialogue between teacher and learner.

SMA and SMK cannot be the same. The demands of learning styles and the features of students are vastly different. Students at SMK urged that SMA students adhere to greater

discipline. Vocational school has readymade expertise in the world of work. In essence, the teaching-learning process has resulted in differences in student learning abilities.

Based on the preliminary research by observation and interview on January, 13th 2021 at the eleventh grade in SMKN 9 Medan, it found that there were several problems related to the English teacher's question. First problem, it found by observation and interview of student's eleventh grade that the teacher used question in learning process. Some students said that did not focus to pay attention answer the questions, but the other students not problem with the questions to keep focused and respons on the teacher's questions. The second problem appeared that by the observation, teacher did not engage students' prior knowledge, but the teacher sometimes only focused on the learning material. Some of students said that the teacher good in teaching and students like how the way teachers was teaches, when students did not understand about the material, teacher would try to explain again the learning material until students more understand. But other students said that, the teacher did not care toward students perception because teacher was focused to the continue material. Based on fact above, it was important to conduct this research because the English teacher's question was important to improve students' achievements, and students' social attitude. From this research, it would help the teacher find out about the students' perception about teacher's question. The research will conduct as survey qualitative research about the students' perception towards teacher's question in classroom interaction.

In classroom activity, the English teacher at Vocational High School more using Indonesian as their daily languages. Because English is a foreign language in Indonesia, this is the case. Most of students occasionally require translation from English to Indonesian in order to better comprehend the English material provided by the English teacher.

Students are the center of every learning process, and their perceptions play a critical part in their ability to learn. It is derived from the Latin word '*perceptio*.' It is the method by which people choose, organize, store, and interpret the data obtained through their senses. Perception is defined by (Slameto, 2010: 102) as a process that involves the input of messages or information into the human brain via continual connections with the environment. This bond is established through the senses of sight, hearing, touch, taste, and smell. Perception does not appear on its own; it is influenced by a variety of processes and variables. Therefore, despite seeing or encountering the identical thing, everyone has a distinct interpretation. Perception is influenced by three elements, according to Robbins (2003: 108-109). The perceiver is the first. When looking at something and attempting to understand it, an individual's beliefs, attitudes, intentions, interests, experiences, cognitive processes, expectations, and cultural upbringing will all impact their perception. The second factor is the perceived target. It could be people, things, or events. This has an impact on one's perception.

The perception target is not something that is observed in isolation, but rather in connection to others. This leads to a tendency to people, objects, or events that are similar and divide them from other groups that are not. The context of the scenario in which the perception is formed is the third factor to consider. Our perspective is influenced by the elements in our environment. Perception must be examined in context, which implies that the situation in which it appears should be taken into account. A component that contributes to the process of forming a person's perception is the situation. The term "situation" refers to the context of time, labor, and social interactions.

From the explanation above, it can be concluded that students' perceptions are crucial to the teacher's talk, particularly when it comes to asking questions. Richards (2010) separated the teacher's talk into two categories: questioning to create an engagement and providing the

Students' response. There are three types of questions: procedural, convergent or display, and divergent.

B. The Problem of the Study

Based on the background above, the problems of the study was formulated as the following:

1. What types of questions that frequently used by teacher in classroom interaction in SMKN 9 Medan in academic year 2021/2022?
2. How are students' perceptions about English teacher's question in SMKN 9 Medan in academic year 2021/2022?

C. The Objectives of the Study

The objectives of study as the following:

1. To know about types of questions that frequently used by teacher in classroom interaction SMKN 9 Medan in academic year 2021/2022.
2. To describe the students' perception about English teacher's question of SMKN 9 Medan in academic year 2021/2022.

D. The Scope of the Study

There were many things that can be discussed related to this research such as students' understanding of teacher's questions, students' feedback, students' expectations and so on. However, in this study, the researcher limit the scope of the research which only discusses about the types of questions that was often used by teachers in English classes and students' perceptions about these questions. The limitation of the research was only for eleventh grade of RPL 4 at SMKN 9 Medan in the academic year of 2021/2022.

E. The Significance of the Study

The result of the research was expected to give benefits both theoretically and practically:

1. Theoretically

- a. The result of the study can be used as input in English teaching process especially about the teacher's role in English teaching.
- b. The study's findings can be used as a reference for those who want to conduct research on the English teaching learning process.

2. Practically

a. For the students

The findings of this study may encourage students to use English in their classroom interactions during the teaching-learning process.

b. For the teacher

This research result can be used as a reference or reflection for the teacher on her performance, allowing the teacher to improve her teaching performance during the teaching-learning process.

c. For the reseacher

This research can help the writer gain a better understanding of students' perceptions of different types of teacher talk and how they can be applied during the teaching-learning process.