

CHAPTER I

INTRODUCTION

A. The Background of the Study

Teaching English has an important role in every countries. Because most people in the world use English to communicate with other people from other countries. Moreover, Teaching English as foreign language has become popular in the new globalization era and of education. Whereas English is the subject which is learned in every level of the Education. For those reasons English has been taught at every level of education in Indonesia as the foreign language (Ramelan, 1994). And it has been implemented all of over the countries in the world. One of the purpose of teaching English at school is to develop student's ability in oral or written English. Besides, Creating a real life situation in English teaching has become a style in recent years also.

To some extent, all of our knowledge comes from question and every question demands an answer as the response. Tracy (2005;34) states that 300 until 400 question per day are said by people to know some information. By all means that question inevitably generate communication. At stage of our education, question are the core element around which communication between teacher and student place. In the term of teaching English, the teacher and students must create a communicative interaction in the classroom in order to accomplish the purpose of teaching. In a traditional classroom, the teacher is the center of attention, the

owner of knowledge and information. Teachers often ask questions of their students to gauge comprehension, but it is a passive model that relies on students to absorb information they need to reproduce on tests. 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. 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 student thinking. As we know, that the inner spring that stimulates and direct human knowledge is the question and they have the opportunity to broaden and deepen their knowledge. 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 more active role in the learning processes.

And also it has a student-centered approach and the students should develop their skills Saud (2008).

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 an analysis of typescripts of lessons early last century,

Stevens (1912) reported that 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. .And it is on contrary with K13 perception whereas it had stated above.

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

Further definition is made by Guihun (2006) states that a question is something about which there is discussion, something that needs to be decided and all our knowledge results from questions. The purpose of delivering a question in the classroom is to create interaction, activities, and drills in language teaching and learning. Furthermore, Alexander (1988) elaborates in the classroom itself question is a tool as 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 observation conducted, most of students found the difficulties to deliver questions. Consequently, they seem passive in the class.

Recently, the importance of student's question in both teaching and learning processes and research studies searching for ways to encourage students to raise question have been emphasized by many educators. Studies at different educational levels and context generally mention that learners avoid to ask

question. The number and kind of question that learners to ask perhaps influenced by teaching style, classroom evaluate climate, their age , previous knowledge , experiences and skills, social interaction patterns and nature of topic, and the attitude of the teacher. Kendrick (1990) notes that students may see it as the teacher's responsibility to be clear. International students and members of some cultures view question asking as rude or inappropriate. Question asking might be all affected by socialization, communication competence, and different perceptions by different group of learners. While questions integral components of the teaching-learning process, students fail to ask them.

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

Moreover, interaction with one another by means of a language is inevitable as social being and using question to create the interaction is very intriguing because it can state what the speaker wants to know. An interaction can be successfully done if there is a good communication between the speaker and the listener. Because in some case, people always fail to create a good interaction if she or he cannot do communication competently.

Despite teacher's efforts in teaching to increase students' achievement, if the students themselves had lack of capabilities and motivation to learn, the process of English language, teaching will not be affective. Brown (2000) states

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 learners are intrinsically motivated to perform all classroom tasks, we might not even need teachers. He also stresses that what is essential is to motivate the students, by creating awareness among them in regards to the importance of English and then gradually helping the students to achieve their goal.

Hence, Hiew (2012) states that learners' perception regarding the teaching and learning of English should be taken seriously as it is a two-way process involving teachers and learners. Because what students identify about what is going on in the class will affect their achievement in the learning. That is why it is necessary to outlook the English language teaching from the students' perspectives. All of students need to be able to generate purposeful question, understand the curiosity leads to action, ponder metacognitively, and improve their problem-solving.

Concerning about the explanations above, the researcher is interested in conducting a study about the types of question used by students in SMA Swasta Santa Maria Medan to find out the questions used frequently and in classroom interaction and the factors affecting students' questioning.

B. The Identification of Problem

Based on my observation in SMA Swasta Santa Maria Medan, it was found that the teacher was too dominant in the classroom activities instead of giving the student opportunity to ask. This also proved by examining the students

in the class and observing the average of student questions and teachers question where the average teacher question is significantly higher than students question. Educational practitioners get concerned by the lack of question within in the classroom.

Some students who obviously have questions about the class during learning but they did not ask anything even when they are given the opportunity. Moreover, some student were afraid of the negative responses of the teacher and other friends. And in some case also questions always coming from the same students. Even some students did not ask a questions after an explanation of a difficult point, an explanation that contradicts what they have been told elsewhere, or an explanation the teacher thought was probably not the best. Futhermore, others students who were particularly unwilling to ask questions were those who were not frequently called, and those who were criticized for the wrong answer. As a matter of facts, the students even seemunlikely to feel their role for asking question and beside that, higher students achieving ask more question than lower students achieving.

C. The Scope of the Study

This study focuses on investigating the student's question used by students in english classroom interaction. Long and Sato (1983) theory will be used as the theory of categorization of students' question in classroom interaction. There are 2

types question namely display question and referential question. This study will be applied at X IPA-1 in SMASwasta Santa Maria Medan.

D. The Problems of the Study

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

1. What types of students' questions are used in time the English learning (Discussion) process in SMA Swasta Santa Maria Medan?
2. What are the factors affecting students' questioning?

E. The Objectives of the Study

Based on the problem of the study, the objectives of the study were :

1. To find out the types of student's question in time learning (Discussion) process in SMAS Santa Maria Medan.
2. To describe the factors affecting student's question.

F. The Significances of the Study

The findings of this research might be beneficial both theoretically and practically.

1. Theoretically, to give some theories and information about types of Student's question during classromm interaction.
2. Practically, the findings are expected to give some advantages for the teachers in learning process, to know the types of question that used by the student and the factors that can affect student's questioning.



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