

CHAPTER I

INTRODUCTION

A. The Background of the Study

Indonesia recognizes English as a foreign language use in daily communication. Many students have already introduced to English in early school up to the university level. It can be concluded that the influence of English has the significant effects. Indonesia recognizes the primacy of learning English, so Education and Culture Ministry put English as a subject in school. This includes learning four language skills: speaking, listening, writing, and reading. English has a large variety of dialects with distinctive vocabularies, spellings, pronunciations, and even grammars.

Teacher has an important role in teaching learning process in classroom. English teacher helps to create a whole school atmosphere where diverse cultures are welcomed and explored to enhance the students' learning comprehension.

A teacher needs a good interaction with the students because good interaction will affect the learning process. Brown (2001, 165) states interaction is, in fact, the heart of communication: it is what communication is all about. Human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. A good relationship between teachers and students will establish good communication which will help in teaching-learning process.

Teachers who are well aware of questioning skills can motivate their students to ask questions and to provide responses. Moreover, students' language proficiency

can be improved through the interaction between the teacher and the students and among the students themselves.

Teacher needs to implement technique while running teaching-learning process in classroom. Brown (2000:14) stated that techniques are the specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well. The teacher is a key that will be a controller in the classroom and using appropriate techniques will affect the students' knowledge of the lessons. Teacher needs skill in stimulating classroom, including the selection of techniques that will be used while teaching.

Teacher's questioning becomes a way of checking students' understanding of the lesson that has been taught in the classroom. Checking is normally achieved by the use of a set of questions designed to ensure comprehension of the target language, raise awareness of its problems, and to indicate to the teacher that the learners have fully understood. Apart from their classroom value, thinking of good questions also helps inexperienced teachers to understand the complexities of form, function and meaning. The main point needed is a cooperation between the teacher and students in class to fulfill the verbal communication and the teaching-learning procedure. Teachers' question helps teacher elicit information, check understanding and to control students' behavior.

Xiaoyan (2010) stated that Questioning is a common technique used in English language teaching. The goal is to check if the students understand what they have been taught, enhance students' involvement and to promote students' creative thinking in classroom interaction.

Asking questions to the students have a very significant goal to determine the student's understanding of the lesson. By asking questions, teacher will find out whether the lesson is transferred well or not. In many cases teachers do not employ questions in appropriate ways or some teachers ask questions that already contain the answer. Teacher asking students without giving attention to the types of questioning in order to explore student's knowledge. Through those questions that related to, the teacher should be able to know which questions that can be attracted students' responses in giving the answer by their knowledge. Furthermore, by giving attention to the types of questions in questioning, teacher can increase classroom interaction. This results into productive classroom interaction whereby students explore their knowledge by themselves. Because of this problem, the teacher ought to stimulate the students with appropriate question and elicit good responses. There are few stages of questions teacher can follow, one of them is Bloom's Taxonomy by Krathwohl et al (2001). The revised version's classes are: Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.

Based on the researcher's experienced in Integrated Teaching Praticce Program (PPLT) in Vocational High School, the researcher found a significant problem. Students were unable to understand the lessons that had been taught deeply. This problem occurred because the teacher did not use appropriate questions in classroom. This resulted to the students' low knowledge of the lesson that had been learned and also results in poor classroom interaction because the students become passive.

T : Do you understand the lesson, kalian mengerti?
S : Yes Sir.
T : Any questions so far? Ada pertanyaan?
S : No sir.
T : Well, we continue our lesson.

Considering the class and communication conditions that occur between the teacher and students, the questions asked by the teacher did not examine more deeply into students' knowledge. So students' knowledge is only limited to recognition. As the solution found by researcher through the students' problem in learning English, the researcher will make sample questions based on Bloom's taxonomy, because teachers need to increase their use of higher cognitive questions, in order to stretch and challenge their students' thinking. Futher, a study by Barjesteh (2014) in Teacher question and questioning strategies revised: a case study in EFL classroom in Iran, the results indicate that the knowledge and comprehension questions were frequently asked by the teacher respectively while it leaves little opportunity for application, analysis, synthesis, and evaluation questions. The finding in LCQ category consist of knowledge level (41,13%), comprehension level (29,07%), application level (8,51%). HCQ category consist of analysis level (0,70%), synthesis level (2,12%), and evaluation level (18,43%).

So, it can be conclude that LCQ dominates used by the teacher.

After those explanation, the researcher is interested to conduct study about the level of questions used by teacher and describe the reason why the teacher's questions are appear in teaching learning process at SMA S. GAJAH MADA Medan. In order to find out questions used frequently and effectively in classroom interaction.

B. The Problem of the Study

Based on the background of the study above, the research problem is formulated as follows:

1. What levels of questions are used by the teacher in English classroom?
2. What are the reasons teacher ask questions to the students in the classroom?

C. The Objective of the Study

The objectives of the study are:

1. To find out level of questions that used by the teacher in English classroom.
2. To reveal the reasons why teacher ask the questions to the students in the classroom.

D. The Scope of the Study

The scope of this study is to analyze the teacher's question during the teaching learning process in two meetings.

E. The Significance of the Study

After conducting this research, the researcher expects that some benefits of the research are hopefully aimed for:

1. Theoretical Significances

The result of the study will enrich and provides a better knowledge for the theories on the analysis teacher's questioning technique in classroom interaction.

2. Practical Significances

a. For Teachers

The finding of this study will contribute the English teachers in asking questions to the students, and organize the questions based on their needs. Thus, teachers able to understand how to build a good communication or good interaction.

b. For Students

Helps students being effective to learn English and have a good cooperation with the teachers.

c. For Other Researchers

This research finding will be useful for other researchers who want to know the teacher's questioning technique in classroom interaction.

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