

CHAPTER I

INTRODUCTION

A. The Background of the Study

Building interaction in classroom is an important, especially in English teaching learning process. It is caused, the interaction is one of the necessary point in successful a teaching and learning process. In classroom, interaction is considered as an activity that provides opportunities for the teacher and students talking each other during the process of teaching and learning. According to Nunan (1989), teacher action and teacher- learner interaction are important aspects of classroom interaction. In other words a collaborative exchange of thought, feeling or ideas resulting in reciprocal effect on each other in classroom interaction, can created by the teacher and students if their having a good interaction in classroom. Therefore, interaction is an important element of the teaching and learning process. As Chaudron (1988) said that the learners can analyze the teaching learning structure and get the meaning from classroom events through interaction.

Classroom interaction is the action that performed by the teacher and the students in the process of teaching and learning in the classroom (Brown 2001: 65). In classroom interaction has traditional learning and online learning. Facing the Covid-19 pandemic, according to Permendikbud No. 109/2013, schools must be implemented home online learning to cut the chain of virus transmission. In online learning, the interaction between students and teachers and other students certainly occurs online too (Moore: 1997). In Online learning, the interaction

using a media for various learning purposes, such as to collect online substitution and face to face meetings between the teacher and students with online encounters (Sarah Guri Rossenbilt: 2005). It is different with, the Traditional (offline) learning, the teacher communicates in- person with a group of students in teaching and learning process. This method of learning, involve students gathering in physical classroom during a certain timeframe with the purpose of learning about specific topics that explained by the teacher in front of class.

In the teaching and learning process, questioning is the main part of classroom and one of the methods to achieve the aim of classroom of teaching and learning process (Andana, 2018). As Ennis (1996) said that the purpose of asking questions is to build their complex conceptualizations and foster critical thinking. In questioning process, it can allow the teacher to monitor students' competence and understanding also increasing students' thought-provoking discussion. Giving a questions about reasoning and answer those questions on their prior knowledge of students, will be more effective rather than accepting 'yes or no' responses. Through encouraging students to response by their prior knowledge and express their opinions, teacher will know how familiar or interested they are in the material. However, sometimes teacher's talk is more dominant than learners' talk in classroom interaction.

In this study, the researcher conducted a research at SMPN 1 Binjai. The school must follow the regulation of government using online class learning to the students. In the class, the teacher is uses WhatsApp, SIGUM (*Sistem Informasi Guru Mengajar*) and zoom as a media of E-learning in the school. Based on the

observation in SMPN 1 Binjai at class IX-4, it seemed that the students rarely respond with critical thinking to the teacher questions. In reality, the researcher found the lack of interaction between the teacher and students. In online classroom, when teaching-learning process started, the teacher checked the students. Then the teacher asked the students to open the book which had learnt previous and gave interaction to the students to read the text, next the teacher asked the students about the topic from the book. In addition, because English is not used in daily conversation in this school, the researcher was interested in studying teacher's question in this school especially about the type of teacher's question used during teaching and learning process and students' response to the teacher questions in online classroom interaction.

Based on information from one of English teacher in that school, all of the questions were asked based on the lesson plan in order to achieve the goal or the purposes of the study in one meeting. The teacher only thought of how to deliver the material without focusing on how to make students thinking critically, whether it is in accordance with the teacher's question types based on Richard & Lockhart (1994) theory or not. This is a conversation between teacher and students in the classroom in first observation:

Teacher : Good morning students.

(The teacher calls the student's name and ask to open the camera)

Students : Good morning mam.

Teacher : Please, open your book page fifty five. There is a recipe there.
Can you see?

Students : Yes mam

(After the students read the text, the teacher asks some question)

Teacher : Ihdiya najla, what is the title of the recipe?

Student : The title is novel apple pudding mam

Teacher : Yes. So, what we called this text?

Students : (silent)

Teacher : What is the goal of text in page fifty five?

Student : To describe how something is accomplished through a sequence of action or steps

(Students answered the questions)

Based on preliminary observation, the researcher knew that the teaching and learning process in online classroom was still passive. While, the teacher question types is contrary to Richard & Lockhart theory (1994), where there are 3 types, namely: procedural, convergent and divergent which needs any interaction by giving questions to the students. In fact, the teacher only performs the convergent questions. Here were some weaknesses that founded by the researcher when observing the teaching and learning process: 1) There was a lack of interaction between the teacher and the students in teaching and learning process, 2) teacher were facing a passive class, where students are unresponsive and avoid interaction with the teacher, (3) the teacher only gave the materials for the materials and students studied themselves.

From the case above, the problems in observation in preliminary data teacher faced was to deal with a passive class. The problems came from the

students and the teacher. The teacher did not give any interaction such as giving question to the students and students are unresponsive and avoid interaction with the teacher. According to Brown (2001: 169) as the EFL students generally reluctant to initiate and maintain the interaction, teacher's questions supply important stepping stone for students to join in the classroom interaction.

Furthermore, the types of teacher questions based on Richard Lockhart (1994) theory can help the teacher to build a question in online classroom interaction. Not only a question related to the materials, but also a question that need students own opinion to questions that asked by the teacher. So that, the students are expected to give respond with actively to the teacher's questions. Response is something said or done in answer; reply or reaction (Bennett, 1975). While according to Paulina (2002) response is behavioral act, response comes as a result of the entry of stimulus into the same mind with the sense of someone. It means that the response given from the students' to teacher in the classroom interaction. It depends on how the teacher stimulus the students by motivates them to more active during teaching and learning process.

There are some previous studies related to this study. The first research was conducted by Andana (2018) investigated the teacher's types of questions that are commonly used in classroom and described the teacher's reaction towards students' responses 11th grade of Excellent Class at MAN Mojokerto. The results show the teacher dominant used convergent questions than procedural and divergent questions. The teacher used convergent questions to encourage students to answer the question related to the materials. Then, the teacher's reaction to

students response when there is student answers the teacher's question correctly, the reactions that are commonly did by the teacher are rewarding and encouraging another student to give another answer. While for teacher's reaction towards students' incorrect answer, the teacher usually gave students more time to think the answer and using native language to make the students understand the questions clearly.

Another research conducted by Lestari (2018) investigated the strategies of asking a question and the response from the students to the teacher questions. The results of this research showed that the teacher's used all types of questions based on Blosser (1975) and Cunningham's (1987) model in the teaching learning process in two different classes. Even so, the teacher mostly used structuring question and factual recall question. However, the students' response was usually good in answering lower order thinking questions but in answering higher order thinking question most students rarely understood the content of teacher question.

Another research related with types of questions by Zaenuddin (2020) investigated the types of questions and the students' responses in classroom interaction. The research findings showed that there were several types of teacher question possessed in the process teaching learning, the types of student responses, and by using the suitable modification strategies. There were five types of questions were employed by the teachers in English classroom such as display question (i.e. comprehension check, clarification request, and confirmation check) and referential question. The most types of questions possessed by the teacher in their teaching and learning classroom was display questions. The students respond

their teacher question verbally and non verbally. The verbal responses are characteristically restricted to display questions and elaborative to referential ones. The non-verbal responses are used when the teachers use referential questions.

Based on the previous research above, this research would identify the dominant type of teacher's questions in ninth grade at SMPN 1 Binjai and the researcher want to know the students' response while the teacher teach English subject in online classroom. As a result, the researcher conducted this research in order to improve teacher's abilities to understand their students' abilities by asking students more questions to improve their thinking creatively and critically. Teacher will also be able to better attract students attention if they know how to ask questions that are easier for students to answer. This research is different from previous study because the interaction patterns between teacher and students in EFL can be analyzed in online classroom.

B. The Problems of the Study

Related to the background above, the problem of this research can be formulated as follows:

1. What are the types of questions used by the teacher in online classroom interaction?
2. How are the student's responses to the teacher questions in online classroom interaction?

C. The Objectives of the Study

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

1. To analyze the types of questions that used by the teacher in online classroom interaction.
2. To describe the students' responses to the teacher questions in online classroom interaction.

D. The Scope of the Study

In this research, the researcher focuses on the teacher's questions and students' responses in English teaching-learning process in online classroom interaction during the COVID-19 pandemic. The subjects of this study will be an English teacher who teaches English Subject and the students' at grade ninth in the school. And the text that researcher use in this study is procedural text.

E. The Significances of the Study

The findings of this study were expected to contribute new insight about asking questions in the classroom interaction. This study has the theoretical benefit and the practical benefit. These two benefits are mentioned below:

1. Theoretically

The findings of this study are intended to be valuable in the future for the inclusion of new theories and information on how teachers should ask questions to increase students' curiosity and participations during the teaching and learning process.

2. Practically

a. For the Teachers

The findings of the study may be useful in facilitating classroom interaction. Knowing the different types of questions and technique is useful information for them to use in classroom. They can try to determine which types and techniques of inquires are suitable to use in conducting classroom interaction once they understand the different types of questioning.

b. For the Students

The result of the study may encourage the students to participate more actively in teaching and learning activities and to pay attention to the teacher. Students are expected to enhance their grammar and vocabulary in order to respond appropriately to questions by the teachers.

c. For Future Researcher

The result can be used by those who want to develop about classroom interaction, particularly through the using of teacher's questions and student responses.