

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Classroom interaction refers to the interaction between teacher and learners in the classroom. Interaction is very important in process of teaching and learning in classroom. According to Brown (2001), interaction is at the heart of communicative competence. It is because to achieve communicative competence, the interaction should be completed effectively in the classroom. Classroom interaction is a term in making a move in the teaching and learning process wherein there is a connection among understudies and instructors to accomplish a goal. It is line with Hamzah, Mukhaiyar, and Sari (2018) state that classroom interaction refers to activities done by both teacher and students in the classroom where they engage each other toward the lesson given by the teacher. The interaction that given by teacher should be meaningful, challenging, and meet the students' prior knowledge in order to make the students engage with the topic of the lesson easily.

Teachers are the main element in the classroom learning process. As stated by Marbun (2017) that comparable to classroom interaction, teachers assume significant parts as language input providers and language models to be imitated by the students in educating and learning classroom. In classroom setting, teacher's talk has vital role in language learning since the teacher controls the topic of discussion to reach the aims of the objectives of teaching and learning process (Yuliawati, 2016).

One asset of teacher talk is teacher's question. Adedoyin (2010) state that "teacher's question are of significant values for many instructional purposes, eliciting students' reflection and challenging deeper students understanding and engagement in the classroom". This means that with the teacher's questions, it can stimulate students to be more active in the teaching and learning process and increase students' understanding of the material taught by the teacher. Richard & Lockhart (1994) stated that questioning is one of the most common techniques used by teachers. In some classrooms over half of class time is taken up with question-and answer exchanges. Thus, concerning the function of the questions, they able to check the students' comprehension, invigorates students' thinking, or increment of classroom interaction.

Among the four English skills, reading is one of skills that must be taught in language teaching. It is important because reading is the basis of nearly all learning. Reading is not only read the text but also need comprehension to understand the text. Getting the meaning from the text is called comprehension. Reading comprehension is the ability to draw meaning from the printed page and interpret the information appropriately (Grabe and Stoller, 2002). Through reading comprehension, students are expected to understand the information that is contained in a text, and broaden their knowledge as well.

Reading instruction literature suggests that questioning strategies can be taught to students to enhance reading comprehension (Hudson, 2007). Questions lead the students to the comprehension. In teaching

learning process, teacher has a right to give questions for the students in order to check how far they can comprehend the lesson. Teachers asking students questions of what they have read is one of the common techniques used for teaching or improving reading comprehension (Good & Brophy, 2000). In addition, Day and Park (2005) point out that well-designed questions help students interact with the text, create and construct meaning and begin to think critically and intelligently.

Teacher have to pay attention to the types of question which are used especially in teaching reading comprehension. Teacher should know what types of the questions will be able to promote students' comprehension in reading. The research which is conducted by Rohmah (2019) found that teachers mainly asked display questions' type that did not allow the students to talk longer and to think more analytically. Sari (2017) in her study found that when teaching reading, the teacher mostly used factual questions which requires the students to recall facts or information. It means that the questions direct the students to elicit answers which are readily available for them.

The preliminary data was gained by doing interview with the English teacher and observation on March 27<sup>th</sup> 2021 at SMA N 1 Sumbul. Based on the teacher's interview, it was found that the teacher know about the teacher's questions and types of it. Therefore, the researcher expects that the teacher using appropriate questions in teaching reading comprehension.

Here the interview between interviewer (I) and teacher (T):

I : *Di dalam proses pembelajaran, ada disebut sebagai questioning. Apakah ibu mengetahui ini dan menggunakan pertanyaan diawal,*

*ditengah, dan diakhir pembelajaran? (In the learning process, there is known as a questioning. Do you know this and use it at the beginning, in the middle, and at the end of the lesson)*

*T :Ya, saya tentu melakukan ini kepada siswa baik diawal pembelajaran, ditengah pembelajaran bahkan diakhir pembelajaran. Misalnya ketika belajar tentang “Narrative Text”, diawal pembelajaran saya akan bertanya apakah mereka pernah mendengar narrative text, saat ditengah pembelajaran saya akan bertanya tentang apakah mereka sudah paham tentang materi ini, dan diakhir pembelajaran juga akan dilakukan pertanyaan apa kesulitan mereka dalam pelajaran ini termasuk tenses nya atau vocabulary nya. (Yes, I certainly do this to students well in the beginning learning, in the middle of learning and even at the end of learning. For example, when learning about “Narrative Text”, at the beginning of the lesson I would ask them if they had ever heard narrative text, in the middle of learning I would ask them whether they already understood this material, and at the end of the lesson I would also ask what difficulties they had in this lesson, including the tenses or the vocabulary.)*

Based on teacher's interview, it was known that the teacher uses the questions when teaching reading. The teacher applies the questioning technique from the beginning of the lesson to the end of the lesson.

However, based on preliminary observation, the interactions that occur during the learning process tend to be quite effective where teachers and students exchange ideas. Teachers tend to ask several questions that provoke students to take an active part in learning English. For the preliminary data of interaction during e-learning, it can be seen in the following dialogue:

T: Okay, let's start our lesson. Please answer my questions based on the letter you have read. For the first question, *whom do you think the letter addressed to?*

S : The letter send to Jason Andrew's manager

T : Very good. Let's continue to number two, in your opinion,  
*what is the writer's Intention to write the letter?....*

The situation above describe the teaching learning process of reading comprehension in English classroom. However, based on the observations, the researcher saw that the teacher frequently asked literal questions whose answers can be found in the text. For example, "*whom do you think the letter addressed to?*", and also only a few students responded to the teacher's questions. The teacher asked the questions without considering the types of questions that were being asked. The type of questions most teacher ask in the classroom was factual information rather than student reasoning.

Based on this analysis, it was possible that during this preliminary observation the appropriate questions that used by the teacher in teaching reading comprehension did not appear. Therefore, further research was needed to see the types of questions used by the teacher in teaching reading comprehension as said by the teacher during the preliminary interview.

Therefore, this study analyzed the types of questions used by the English teachers in SMA N 1 Sumbul.

## **B. The Problems of the Study**

In line with the problems mentioned above, this study intended to discover the problems of the study that formulated in questions as follows:

1. What types of questions are used in teaching reading comprehension in English classroom interaction?

2. How do the teachers use the questions in teaching reading comprehension in English classroom interaction?
3. Why do the teachers use the questions the way they do?

### **C. The Objectives of the Study**

In line with the problems mentioned above, this study was intended:

1. To investigate the types of questions used in teaching reading comprehension in English classroom interaction.
2. To analyze how do the teachers use the questions in teaching reading comprehension in English classroom interaction.
3. To investigate the reasons why do the teachers use the questions the way they do.

### **D. The Scope of the Study**

Based on the problem of the study, this study focused on investigating questions used by the English teachers in teaching reading comprehension. The researcher selected two English teachers in the eleventh grade of one of senior high school in Sumbul.

### **E. The Significances of the Study**

The findings of this study was expected to give contributions both theoretically and practically:

1. Theoretically, the research will be useful to provide the beneficial information about the teacher's questions, especially the appropriate question used in teaching reading comprehension during teaching learning process.

2. Practically,

a. For teachers

The research was expected to be valuable for teacher especially who directly or indirectly teach this area, in order to be able to guide their students in comprehending the text by applying the appropriate types of questions used by teacher during teaching reading comprehension.

b. For students

Through this study, the students will know more about their teachers' way in using the question during learning process. Therefore, the students will consider their teachers' questions seriously and students were expected to courageous in answering questions and expressing opinions.

c. For other Researchers

The research was expected to be a reference for those who want to conduct a research about questions used in teaching reading comprehension.