

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses background of the research, statement of the problem, objective of the research, significance of the research, scope of the research and operational definition of the research.

1.1 Background of the Research

In teaching learning English, building interaction in a classroom is needed. It is caused interaction is one important point of successful in teaching learning process. Interaction in the classroom is considered as an activity that provides opportunities for the teacher and students talking each other in the process of teaching and learning. According to Nunan, teacher action and teacher-learner interaction are important aspects of classroom life. In other words, having good interaction in a classroom will help both teacher and students to create a collaborative exchange of thought, feeling or ideas resulting in reciprocal effect on each other in classroom interaction.

Classroom interaction is part of communication among teacher and students occurred within the classroom. To interact in the classroom, teacher and students' talks are needed. In Indonesia, English is a foreign language. When the teacher explains the material in class and interacts with students only some of the students can respond. Based on the observation in the class, they are students who are afraid of English lessons, this is evidenced by the attitude of students who are silent when the teacher teaches and afraid to express opinions or respond because students do not understand.

Teaching is a reciprocal interactive process between teachers and students, which allows them to work collaboratively to achieve the intended learning outcomes of curriculum. One way of doing this by asking good question that enable teachers to get informative feedback about students' real progress. Teachers can also encourage students to participate, think, and check their own understanding by answering questions that address different thinking levels.

Teachers questioning could be a way to establish the interaction within the classroom. Brown (2007: 169) suggested that one of the best ways of teacher being an initiator and sustainer of interaction is by employing questioning strategies. Additionally, Suk-a-nake, Heaton, Chantrupanth, and Rorex (2003: 32) reported that the use of questions with various types of question benefits classroom interaction.

In fact, the students are still feeling confused in understanding the teacher's explanation in English. Consequently, the students do not keep attention to the lesson because they feel English is difficult to be understood. Thus, the teachers have to improve teaching learning process to help the students to understand the materials easily and attract students to pay attention for teacher's explanation. In classroom setting, Cotton (2003) claimed that teacher question and students answer are considered a powerful teaching approach if they are used to expose contradictions, challenge assumption, and lead to new wisdom and knowledge. To vitalize the classroom questions, teachers should design questions which can expand students' knowledge and promote creative thinking.

This study aimed to describe teacher's questioning during the classroom interaction. The reason why the writer would like to analyze teachers questioning because teachers questioning could be a way to establish the interaction within the classroom. Students are shy to ask question or answer the teacher and sometime students feel so silent when teacher explain the topic. Long & Sato as cited in Shomoossi (2004: 98), stated that the interactive classroom is the result of mutual interaction between teacher and student, student and student, group discussion, and any other classroom participation.

The study was conducted in SMA PGRI 1 PATI that becomes one favorite school in Pati. Based on the observation in the class, when the teacher asks about material only a few students can respond. Not all student understands and dare to answer. Therefore, the teacher must be able to choose effective question for students.

Based on the situation above, the writer is interested in analyzing the questioning types used by the English teacher. In one of the earliest taxonomies,

Bloom (1956, cited in Brown, 2007, p. 172) categorizes questions into the following groups: knowledge, comprehension, application, analysis, synthesis, and evaluation. But in 2001, revision on the taxonomy is done by changing noun in the taxonomy into verb in the revised taxonomy. This is in order to meet education objectives. Such objectives indicate that students will be able to do something (verb) by using something (noun). Revision by Krathwohl and Anderson resulting the taxonomy: remember, understand, apply, analyze, evaluate, and create. Chung (1994), Lewy and Bathory (1994), Postlethwaite (1994), stated that Bloom's taxonomy of the cognitive domain is one of the basic frameworks for categorizing educational goals, compilation tests, and curriculum throughout the world.

This research uses the theory of Bloom's Taxonomy in new version. The types of question were identified using Revised Bloom's Taxonomy by Krathwohl and Anderson (2001): remembering, understanding, applying, analyzing, evaluating, and creating.

From the explanation above, the writer will conduct a research entitled, "TEACHER'S QUESTIONING IN ENGLISH CLASSROOM OF THE ELEVENTH SCIENCE ONE OF SMA PGRI 1 PATI".

1.2 Statements of the Problems

Research question is the main key to direct a research project; it takes place as guidelines in conducting research. For the reason, the writer can formulate the problem of the study as follows:

1. What are the kinds of questioning types used by the teacher of SMA PGRI 1 PATI during teaching and learning process?
2. What are the questioning purposes used by the teacher of SMA PGRI 1 PATI during teaching and learning process?

1.3 Objectives of the Research

Based on the background of the study above, the writer has objectives of the study as the follows:

1. To find out kinds of questioning types used by the teacher of SMA PGRI 1 PATI during teaching and learning process.
2. To describe the questioning purposes used by the teacher of SMA PGRI 1 PATI during teaching and learning process.

1.4 Significance of the Research

In this case, the writer hopes that the result of this research will give some benefits for English teaching and learning theoretically and practically.

1. Theoretically

The result of this study may encourage English teacher to employ certain types of questions that help students to engage in mutual interaction within classroom, which in turn can lead to the progress of student's language learning.

2. Practically

For the teachers, the result of this study can help them in conducting classroom interaction. Knowing the types and purposes of questions is beneficial information for them to conduct the classroom interaction. After knowing types and purposes of questions that are appropriate to be applied in conducting classroom interaction. For the further researchers, the result can be used for them who focus on developing classroom interaction, especially in using teacher's questions.

1.5 Scope of the Research

This research is focuses to analyze the teacher's questioning types and the questioning purposes in English classroom activity of SMA PGRI 1 PATI. There will be the teacher of XI MIPA 1 as the participant of this research. In analyzing the teacher questioning types, the writer will use six types of questions in revised Bloom's Taxonomy offered by Anderson and Krathwohl (2001) including create, evaluate, analyze, apply, understand, and remember. In analyzing the teacher's questioning purposes, the writer will do an interview with the teacher and make a transcription.

1.6 Operational Definition

In this research there are some terms, so the researcher would like to describe those terms to avoid misunderstanding.

1. Teachers questioning

Teachers questioning are instructional cues or stimuli that convey to students the contents elements to be learned and directions for what they are to do and how they are to do it.

2. Questioning types

Questioning types are kinds of command or interrogative expression used to elicit information or a response, or to test the student's knowledge.

3. Classroom activities

Classroom activities are activities done by student inside the class as part of applying or doing the practical part of the lesson after listening to the theoretical part which is presented by the teacher.

