

CHAPTER I

INTRODUCTION

1.1 Background of Research

Teaching is an interactive process, primarily involving classroom talk during a definable activity. In teaching learning process, there must be a teacher and learners who are involved in a classroom activity. It is the teacher who shows and helps learners to learn how to do something, gives instruction, provides guidance, supplies knowledge, and also helps them to understand (Brown, 2007). The teacher's central role is to dominate in terms of the talking time and of the running of the process. At the beginning of the lesson, the teacher reviews what has already been done, introduces new content, explains problematic concepts and then clarifies complex requests

and activities during lesson. At the end of the lesson, the teacher sums up the new content that has been studied and gives feedback to learners. One of the most important roles that teachers have to perform is that of organizing learners to do various activities. It needs the teacher's ability to be interactive in class. In the teaching learning process, interaction is particularly important as Hall and Walsh (2002) states that classroom interaction is one of the primary means by which learning is accomplished in classroom.

Classroom interaction is defined as how a teacher can create opportunities for learning through their use of language and interactional resources (Walsh, 2011). Through interaction in classroom activity, learners can increase their language knowledge and use all aspects they possess. Moreover, learners also have opportunities to speak about their daily life in classroom setting and they can exchange their ideas. The success of teaching depends to a large extent on the interaction between teacher and learner and the teacher talk (Ellis, 1985 cited by MA Xiao-yan 2006). Teacher talk is the special language that teachers use when addressing L2 learners in the classroom. It is through language that teacher either succeed or fail in implementing their plans. One aspect of the teacher talk is teacher's questions. Questioning is one of the most common techniques used by teachers (Richard & Lockhart, 2000 cited by MA Xiao-yan 2006) and serves as the principle way in which teacher control the classroom interaction.

The tool used in the direct interaction between the teacher and learners is "question". It is another teacher's technique to control the classroom.

Questions are applied to capture the learners' attention, build their curiosity, focus their attention on important points, and even to stimulate their thinking and discussion. According to Brown (2007), the teacher's questions serve purposes such as giving the learners motivation and opportunity to produce language comfortably. They also serve to initiate a chain reaction of learner interaction among themselves and gives the teacher immediate feedback about learner comprehension. Furthermore, teacher's questions provide learner with opportunities to find out what they think by listening to what they say. There are many types of question that teacher asks in the classroom interaction. For example, when the teacher asks "Does anyone know the meaning of...?", this question refers to referential question which the teacher does not know the answer and can gain various subjective information.

According to Brown (2007), there are many ways to classify what kinds of question that are effective in the classroom. Perhaps, the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already known by the teacher, up to highly referential questions that request information not known by the teacher. Tsui (1995 as cited by Marta Santiago 2010) agrees on the fact that the types of question the teacher asks affect the kinds of responses that learner produces. The opinion, reaction and idea that come from the learner are called learner's response (Brown. 2007). After raising a question, a teacher can use the learners' response to diagnose their difficulties; Sometimes, responses to the initial question shows some possibilities that the

learners do not understand what the teacher means. In this situation, the teacher may give the learners another question which is simpler than her or his initial question. It is used to make the learners get what the teacher means. There are, of course, other teacher's questioning strategies that can be used by the teacher to create better interaction with the learners.

Wu (1993 as cited by Kasih Elisabet 2009) stated that there are some strategies that the teacher can use to help the learners understand the teacher's questions such as expressing their question in a different way, repeating the questions, simplifying or changing their questions in order to help their learners understand and get the point. After the teacher delivers a question to the learner, he or she should also give wait – time for the learners to response. Through the questioning strategies, the teacher can assess the current state of student thinking and identify not only what learners know but also gaps and misconceptions that happen in the classroom.

1.2 Statement of Problems

As the research is meant to find out the implementation of teacher's initial questions, learners' response and questioning strategies in the classroom interaction, the research questions are therefore formulated as follows:

1. What types of initial question do teachers ask?
2. How do the learners' respond to the teacher's questions?
3. What questioning strategies does the teacher apply to get the learners' responses?

1.3 Research Objectives

The three objectives of this research are:

- a. To find out the types of initial question that the teacher asks in the classroom.
- b. To find out how the learners' respond toward the teacher's questions.
- c. To find out the questioning strategies that the teacher applies to get the learners' response.

1.4 Scope and Limitation

This study focuses on the teacher's questions and it is meant only to find out what types of teacher's initial question, learners' responses and the teacher's questioning strategies apply in the classroom interaction. The research takes place at LBPP LIA Pangadegan Jakarta and LBPP LIA Kalimalang Bekasi. Three classes are chosen as sample for this research. The level of the classes is ET (English for Teens) 4, ET (English for Teens) 8 and ET (English for Teens) 9.

1.5 Research Methodology

The research methodology covers four aspects to discuss, namely the method of research, the data, the method of data collection and the data analysis.

1.5.1. Method

The method used in this study is the qualitative method. According to Quinn and Cochran (2002), qualitative research is characterized by its start which is related to understanding some aspects of social life, and its method which (in general) generate words, rather than numbers as data for analysis. It is used to describe the teacher's questions and learners' response.

1.5.2 Data

The participants of this study are taken from LBPP LIA Pangadegan Jakarta and LBPP LIA Kalimalang Bekasi. Three teachers are randomly chosen as samples, teachers of ET (English for Teens) 4 class, ET (English for Teens) 8 class and ET (English for Teens) 9 class. These three classes consist of Junior High School students.

1.5.3 Data Collection Procedures

In the attempt of collecting data for research, observation and audio recording are used as the instruments in obtaining the data and information from the respondents.

1. Observation is used to find and note down all the teacher's initial questions, how the teacher give questions, the learners' responses and the questioning strategies that the teacher use to get the learners' responses in the classroom interaction.

2. Recording is used to record the data from classroom observation. The researcher uses a smart phone recorder to record the data. The result is transcribed and the transcripts are used to investigate what sorts of questions were asked by the teacher in the classroom interaction.

1.5.4 Data Analysis Procedures

The data analysis is done in the following step:

1. Categorize the teacher's questions

The transcripts are used to investigate what sorts of initial questions were asked by the teacher, the learners' responses and the teacher's questioning strategies which are applied in the classroom interaction.

2. Analyze the teacher's questions

The data are analyzed based on the theory of types of teacher's questions by Nunan (1998 cited by Asdini Yuniasari 2006) and the teacher's questioning strategies by Wu (1993 cited by Kasih Elisabet 2009)

1.6 The Organization of Writing

The research consists of four chapters. Chapter one covers the introduction which explains about general background of the research, statement of problems, objective of research, scope and limitation, research

methodology and the organization of writing. Chapter two consists of some theories which are related to the background of the research. Chapter three discusses the description and the analysis of the data. Chapter four is conclusion of this research.