

CHAPTER ONE

INTRODUCTION

1.1 Background of The Study

English is recognized as an important language to be learned as an international language. Because English is a foreign language in Indonesia, we have to learn a lot to master the language. The most common problem is the students lack of motivation, so there is no maximum interaction between teachers and students. Even when the teacher gives more explanation, the students are unresponsive or avoid the instructions.

Therefore, an interactive classroom is efficient for students, because they can increase their language store, have opportunity to understand and use the language that is incomprehensible, help them learn the target language easily and quickly (Liu & Zhao, 2010). Students will enjoy if there are some interaction in language learning between teacher and students in classroom.

The interactive classroom is the result of mutual interaction between teachers and students, among students, group discussion and any other classroom participation (Long & Sato, 2004). Sometimes teachers did not ask any questions during the teaching and learning process. Some reasons, the fact that they didn't properly understand the material, their lack of concern for the students, or their laziness.

According to Brown (2001), one of the best methods for a teacher to spark and maintain interaction is by incorporating questioning techniques into the teaching and learning process. The researcher discovered that in order to create an

interactive classroom, teachers should ask more questions and create icebreakers to make students more interactive in the classroom, based on his experience conducting practical field experience in SMA Muhammadiyah Gisting.

One of many ways to create interactive classroom is through teacher questioning strategies. According to Inan & Fidan, (2015) asking questions to the students is an important part of the teaching and learning process because it can stimulate students to learn, gain knowledge and improve their critical thinking. According to Orlich (2012), the four questioning strategies are divergent, convergent, evaluative, and reflective questioning to delegate particular value to the different form of questioning. In the classroom, teachers questioning is a distinguished feature in classroom communication (Chin, 2007).

According to Erianti et.al (2018) the question types cited by Bloom's taxonomy of question types are: closed, open, display, referential, procedural, convergent, divergent, rhetorical, interaction, instructional and conversational. That taxonomy guide the researcher to find out the types of question that teacher use. In the other hand, the taxonomy be guidelines for teacher in give the appropriate question for students.

Bloom's taxonomy is the widely accepted as guidelines for teachers in building up students' cognitive skills. It can be applied to assess learning on a variety of cognitive levels from lower- to higher-order thinking. It is commonly used as assessment techniques, assigning grade, and initiating students' response or feedback as the guidelines by the teacher in the Indonesian education system from the elementary level (Widodo, 2006).

The types of questions were identified using the theory proposed by Brown (2007). It was found that the teacher used six out of seven question types: knowledge, comprehension, application, inference, analysis, and synthesis questions. In conclusion the researcher use the Bloom's taxonomy above as a guide to gather the data from teachers and students related with the teacher questioning strategies and the interactive classroom. And also, the researcher is motivated to investigate the teachers questioning strategies in SMK Yaditama.

1.2 Research Questions

In this research the researcher formulated two following reserach questions:

1. What types of questions are used in English language teaching (ELT) by teacher in eleventh grade of SMK Yaditama Sidomulyo?
2. What are the reasons of teacher in English language teaching (ELT) in using questions in eleventh grade of SMK Yaditama Sidomulyo?

1.3 Research Objectives

Based on the research questions, the researcher decides that the objectives of the research are stated as follows:

1. To investigate types of questions that used in English language teaching (ELT) in eleventh grade of SMK Yaditama Sidomulyo.
2. To find out the reasons of teacher in English language teaching (ELT) using questions at eleventh grade of SMK Yaditama Sidomulyo.

1.4 The Use of Study

Analysis and description of teacher questions that used in the English language teaching (ELT) process resulting from this study are expected to provide both theoretical and practical benefits like :

1. Theoretically

Researcher expected the teachers are using questions during teaching and learning process. The researchers hope by using questioning, teachers can create an interactive classroom that make students more active in the class.

2. Practically, the researcher expected from this study to be useful for:

- a) Teacher: This study may help teachers to create certain types of questions to create an interactive classroom in language learning process
- b) Students: To make students more interactive in the classroom and also to stimulate students critical thinking.
- c) Researcher: The result from this research can be used as the source of information for public who are interested in teachers questioning strategies.

1.5 Scope of the Research

In this research the researcher using descriptive qualitative research. The data was collected by observation and interview as a research instrument. Three English teachers are the sample of the research. SMK Yaditama located in Perintis kemerdekaan No.70A street, Sidomulyo, South Lampung regency.