

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objective of study, the significance of the study, the scope and the limitation of the study and the definition of key terms.

A. Background of the Study

English is one of foreign languages studied by the learners in almost every formal school and collage, such as kindergarden school, elementary school, junior high school, up to university. This is since foreign language has always been the important part of the curriculum. Moreover, foreign language learners need to be equipped which knowledge of how language should be related to situation. On the other hand, the students should understand of tecaher's explanation in the classroom. In the classroom activities, teacher teach the student and the student study to understand the teacher's explanation.

Teaching is reciprocal interactive between teachers and learners, which allows them to work collaboratively to achive the intended learning outcomes of curriculum. Learning process is clear when the interaction provide a wide range opportunity for students to practice their language, and the teacher plays the important rule to decided whether their students will get the chance or not.

Talking about interaction, it takes an important role in teaching learning process because it can be encourages students become effective in classroom interaction. Moreover, there are some aspect that must be considered in learning a language. They are linguistic, grammatical and also communicative competence. Sometimes the focus of teaching learning in language is just about pronunciation, spelling, vocabulary and grammar.¹ But one of the aim of learning english a foreign language is able to communicate.

Classroom interaction is a crucial factor which has an influence on second language acquisition.² Classroom interaction is mostly between the teacher and the learners. As a teacher are regarded as authoritaraian figures in classes in man contexts and cultures, more burden is on the shoulders of teachers to keep the classroom interaction dynamic. One thing that is utilized for classroom interaction by teachers is questioning. Questioning occupies much of a language teacher's time.³ Language used by the teacher, especially teacher questioning, accounts for most of the classroom interaction. For this reason, questions are indispensable part of the classroom, and are utilized by techers very often.⁴

There have been many studies in classroom that teacher's questions many of which have dealt with the type of questions asked in classroom interaction. In the classroom, quistion and answer activity is viewed as the

¹ Niven Mohammad Zayed, Jordanian, "EFL Teacher's and Students's Practice of Speech act in the Classroom", *International Journal on Studies in English Language and Literature (IJELL)*. Vol 2 (May, 2014) 1-10

² Ellis, "Instructed Second Language Acquaistition", *Oxford: Basil Blackwell Ltd.* (1990)

³ Walsh, "Exploring Classroom Discourse", *New York: Routledge*,(2011)

⁴ Tsu, "The Cambridge Guide to Teaching English to Speakers of Other Language", *Cambridge University Press*,(2001)120-125

most common form of communication between student and teachers. A question proposed by teacher can promote student's learning, participation and thinking. The functions of different types of questions have been specified more clearly and good questioning strategies have been proposed. Most of questioning strategies focus.

On the contrary, in referential question, the teacher does not know the answer, so the answer may differ from one learner to the other. Questions may be helpful for the beginner learners to comprehend the new language better. However, referential questions may draw the attention of the learners more, because they require more learner involvement and the meaning is given priority rather than form.⁵ Based on Bloom's Taxonomy, question based on content consist of five types of question.

The result of observation in the research field shows that the teacher asks a question about speaking material in very varieties. It is happened because the level of material understanding is different. So that it is happened caused from some things like the student understand the material, the student less motivated to study, and the student psychology is influence to give the effect to make a teacher asks the question to the student in the classroom. One of method to classification the question variety is by use Bloom's taxonomy theory; there are knowledge, comprehension, analysis, synthesis and evaluation.

⁵ Maley, "Question: A Prime Resource For Teacher. Teaching English With Minimal Recourse" *One Stop English (July 2005)*

The description of teacher question types based on taxonomy can be used to show the varieties of teacher question types, to choose the student is focus in the studying, to know the student skill, and to know the student motivation to study.

Because so many important questions in the classroom like explained above. The researcher wants to investigate the teachers question variety that usually use in the classroom. In this study the researcher wants to analyse focus on the content question type based on Bloom taxonomy in the classroom of fourth semester at English department. The data questions take in the speaking material classroom process, the researcher choose speaking classroom because in the speaking class usually often happened the teacher many ask a question to know more about the students understanding. The teacher teach like usually special service and do some discussion, others students to be audient like learning process usually and the researcher do observation to the teacher question type. Then do classification based on Bloom taxonomy.

B. Research Problem

In line with the background of the study, the analysis of teacher's question will be conducted with the main theory and another theory to support the analysis and to answer the problem formulated as follows:

1. What types of question do the teacher asks during classroom interaction?

2. What is the most dominant types of question used in classroom interaction?

C. Objective of the Study

Based on the research problems above, the study formulates the objective of the study which is :

1. To find out the types of teacher's question in classroom interaction.
2. To find out the most dominant types of teacher question used classroom interaction?

D. Significance of the Study

Trough this research the new insights are expected to be obtained in order to contribute to development of English language teaching-learning especially, in the context of the teacher question in classroom interaction.

1. The English leacturer

The result of the study expected to be useful for teachers in classroom interaction. It does to promote the mutual understanding and harminious relationship between teacher and students. Moreover, it does contribute to the effective interaction in the classroom.

2. The student

The result of this study to make the student know about the types of the teacher question. The students understand how to answer the types of the question.

3. The other researcher

It can be used as additional resource of another researcher with the similar kind of the study and can help other researcher find another study that has colleration with this case.

E. Scope and limitation

The scope of this research is investigation the kinds of teacher's questions in classroom interaction in speaking classroom of english Department of IAIN Kediri based on Bloom's Taxonomy of the types of questions. There are two types of questions : based on form can be distinguished in to convergent and divergent question, based on content consist of knowledge, comprehension, analysis, syntesis, and evaluation. Therefore, the limitation is the subject of this research (the teacher). Although, both of the teacher and student do interaction using several language as like javanese, Indonesian and english but this research just analyzed the English.

F. Definition of Key Terms

Definition of key terms is very important in this thesis. It is aim to avoid misunderstanding and misinterpretation in the study. The terms are necessary to be definded as follow :

1. Question types

Base on Bloom's Taxonomy, question types have two classification. They are base on form there are convergent and divergent

questions, based on content there are knowledge, comprehension, analysis, synthesis, and evaluation.

2. Classroom Interaction

In English language teaching, classroom interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom.

3. Interaction analysis

Interaction analysis is a process of recording and decoding the study pattern of teaching and learning process of classroom.