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INTERACTION AT SENIOR HIGH SCHOOL**

ARTICLE

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ARTIKEL

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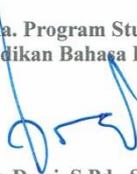
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ABSTRACT

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This study was about the teacher's questioning in classroom interaction. This study was aimed to find out the types of teacher's question in classroom interaction, and the functions of teacher's questions in teaching learning process. The research design of this study was descriptive qualitative method. The data of this study was taken from the teacher who taught in tenth grade at SMA Swasta Dharmawangsa Medan in academic year 2017/2018. The data were analyzed by using Blosser (1973). The instruments of collecting data were observation, video recording, field notes and interview. It was found that the types of teacher's question were close and open question and the dominant type is closed question (52,63%). There were seven functions of teacher question, they were check learners understanding, elicit information, control the classroom, arouse interest and curiosity concerning a topic, focus attention on a particular issue or concept, develop an active approach to learning, stimulate students to ask questions of themselves and others. The various of teacher's questions are the roles of teacher which expected able to motivate students to learn better and avoid boring impression in the classroom interaction, so that the learning process will be better. From the result can be concludes that the teacher was effective in classroom interaction in teaching reading descriptive text and the teacher interact with the students by using questions.

Keywords: *Teacher's Questioning, Classroom Interaction.*

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INTRODUCTION

Background of the Study

Teachers use questions to engage the students and sustain an ‘active’ style to the learning. The teacher also uses questions as part of the assessment of learning in order to determine how they best structure, organize and present new learning. Historically, teachers have asked questions to check what has been learnt and understood, to help them gauge whether to further review previous learning, increase or decrease the challenge, and assess whether students are ready to move forward and learn new information. According Gall (1984) as cited in Richard and Lockhart (1996: 185) state that more than a half of classroom talk is dominated by questioning and answering. In addition, David (2007: 127) states that teacher’s question is an important aspect of classroom interaction in second language classroom which has obtained large amount of attention from researchers or scholars.

For language teachers, interaction is very essential. It is “the hearth of communication”. Brown (2001: 165) states that interaction is the exchange of thoughts, feelings, and ideas which is conducted by two or more people, and mutual effect will be produced in both communicators. In addition, Interaction cannot be produced easily and naturally without some initiatives or efforts from teachers as stated by Vebriyanto (2013: 3). Teachers need to constantly engage and stimulate the students to be actively involved in classroom interaction. Asking question is one of the ways can be used to make the classroom interaction builds.

Teacher, as the initiator and sustainer of interaction in the classroom, can select and apply appropriate questioning strategies in order to encourage the students to be involved in the classroom interaction. Teacher may differently have their own ways to activate and to initiate the interaction in their classroom. The students are expected to actively give responses to the questions being asked to them since every question that the teacher gives to the learners needs an answer or responses from the learners. Unfortunately, asking question to the students does not always work in some cases regardless the repertoire of questions that can be applied by the teacher in the classroom. Teacher, sometimes, fails to encourage the students to speak more by answering the questions due to certain circumstances, such as the question that is not understood by the students or the length of the question that is too long.

For that reason, the teachers should apply the teaching learning process by asking questions to the students, the function is to get the purpose of the learning and the students can speak. Donald and Eggen as cited in Xiaoyan (2008) states that there are several functions of teachers' questions. They are diagnostic, instructional, and motivational function. As diagnostic tool, teachers' questions are used to diagnose what students know and how students think about certain topics. As instructional function, teachers' question can assist the students to study new information in the learning process. Motivational function can be a tool that engages the students to be actively involved in the classroom discourse and encourage or challenge their thinking. It is important to not only look at the type of the questions but also how to apply the questioning strategies.

REVIEW OF LITERATURE

Questioning is a common technique used in English language teaching as stated by Xiaoyan (2008: 93). In addition, Questioning is one kind of teaching active procedures. It is one teaching behavior way through teachers and students' interaction, checking learning, promoting thought, consolidating knowledge, using knowledge, achieving teaching goals. Sunggingwati and Nguyen (2013: 81-82) state that effective questions can be used to provide such assistance for student learning as questioning is an essential factor which contributes to challenge students' existing thinking and promote their reasoning skills.

Richard and Lockhart (1996: 185) also give some reasons why questions widely used by teachers as teaching technique. First, questions stimulate and maintain students' interest. Second, they encourage students to think and focus on the content of the lesson. Third, they enable a teacher to clarify what a student has said. Fourth, they enable a teacher to elicit particular structures or vocabulary items. Fifth, they enable teachers to check students' understanding. Sixth, they (questions) encourage student participation in a lesson.

According Blosser (1973) there four major types of questions; Managerial, Rhetorical, Closed, or Open. Managerial Questions are those used by the teacher to keep the classroom operating—to move activities (and students) toward the desired goals for the period, lesson, or unit. Such questions as “Does everyone have the necessary equipment?” “Will you turn to page 15, please?” or “Who needs more time to finish the experiment?” are managerial questions. Then, Rhetorical Questions are used by teachers to reinforce a point or for emphasis.

“The green coloring matter in plants is called chlorophyll, right?” or “Yesterday we said there are three major groups of rocks: igneous, sedimentary, and metamorphic, okay?” fit into this category. Teachers asking rhetorical questions do not really anticipate receiving oral student responses, although they sometimes get them. The next, Closed Questions are those for which there are a limited number of acceptable responses or “right answers.” “What is the chemical formula for water?” “What happened when you switched from low- to higher-power magnification?” or “What are plant cell walls made of?” are questions which anticipate certain answers. It is expected that students have already been exposed to the information requested by a closed question—from a teacher’s lecture, class activity, assigned reading, or some visual aid (film, filmstrip, chart, demonstration, etc.). The last, Open Questions anticipate a wide range of acceptable responses rather than one or two “right answers.” They draw on students’ past experiences but they also cause students to give and justify their opinions, to infer or identify implications, to formulate hypotheses, and to make judgments based on their own values and standards.

Questioning is a common technique used in English language teaching. The goal is to check if the students understand what they have been taught, and to enhance students’ involvement and to promote students’ creative thinking in classroom interaction. According Cohen, et al (2004: 237) suggested twelve possible reasons why questions could be asked; 1) To arouse interest and curiosity concerning a topic, 2) To focus attention on a particular issue or concept, 3) To develop an active approach to learning, 4) To stimulate pupils to ask questions of

themselves and others, 5) To structure a task in such a way that learning will be maximized, 6) To diagnose specific difficulties inhibiting pupil learning, 7) To communicate to the group that involvement in the lesson is expected, and that overt participation by all members of the group is valued, 8) To provide an opportunity for pupils to assimilate and reflect upon information, 9) To involve pupils in using an inferred cognitive operation on the assumption that this will assist in developing thinking skills, 10) To develop reflection and comment by pupils on the responses of other members of the group, both pupils and teachers, 11) To afford an opportunity for pupils to learn vicariously through discussion, 12) To express a genuine interest in the ideas and feelings of the pupil.

RESEARCH METHODOLOGY AND FINDINGS

Methodology

Cohen, *et.al.* (2007) descriptive research “looks at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze and interpret the entities and the events that constitute their various fields of inquiry.” According Best and Kahn (1993: 290) qualitative methods as the name indicates are methods that do not involve measurement or statistics. In addition, Qualitative research usually takes place in naturally occurring situations, as contrasted with exhibits control and manipulation of behaviors and settings (McMillan, 1992:9).

Instruments for Collecting Data

There were three types of instruments used for collecting the data, namely observation, video-recording, field notes and interview. The explanation elaborated below:

a. Observation

In this study, observation used to collect the data needed. The observation was specifically conducted in classroom. The researcher got the data from this step. Classroom observation conducted in this study in order to obtain the data directly from the subjects of the study. In addition, Hatch (2002) stated the goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspective of the subjects.

b. Video recording

Video-recording was utilized as the primary strategy in gathering and collecting the data needed in this study in order to get the details of the behaviors that are not covered through direct observation based on Hatch (2002), the use of video recording in collecting the data can provide a way of capturing contextualized face-to-face social behavior in greater detail that can be accomplished using other means.

c. Field notes

Field-notes, this technique was used to order to anticipated the occurrence of non-verbal activities which may give benefit for data interpretation. Hopkins (2008: 105) argues that field-notes can reflect general impression of the classroom and its climate.

d. Interview

In order to support the data gained from classroom observation, an interview was conducted in this study. The interview process was conducted after finishing the classroom observation and video-recording process. The interview process was recorded by audio recorder. The use audio recorder was intended to help the interviewer in gaining the more detailed data during the interview. There were several strengths of the use of audio-recording in obtaining the data needed from interview process. They were (1) preserving the actual language of the interviewee, (2) the data can objectively be recorded, (3) the data characteristic is natural, (4) it records interviewer's contributions as well, and (5) the data can be re-analyzed after the interview (Walker, 1985, as cited in Nunan, 1992, p. 153).

Findings

After analyzing the data, observing and counting the percentage in the classroom interaction at SMA Swasta Dharmawangsa Medan, findings of this research can be presented as follows:

1. Based on the analysis of transcription of the teaching and learning process at tenth grade of SMA swasta Dharmawangsa Medan, the researcher found that the types of teacher's question used by teachers are open questions and closed questions.
2. The dominant type of teacher's questions was closed questions. The percentage of closed question were 52,63 %. Then the totals of open questions were 47,37 %. In closed questions the pre activity was produced 2,

63 %, main activity was produced 50 % and post activity was produced 0 %.

In open questions the pre activity was produced 13, 16 %, main activity was produced 28, 94 % and post activity was produced 5, 26 %.

3. The researcher analyzed the functions of teacher's questions based on the types of questions. There were seven functions of teacher's questions. They were check learners' understanding, elicit information, control the classroom, arouse interest and curiosity concerning a topic, focus attention on a particular issue or concept, develop an active approach to learning, stimulate students to ask questions of themselves and others.

CONCLUSION AND SUGGESTIONS

Conclusions

Referring to the discussion of the research in the previous chapter, the researcher comes to this following conclusion:

1. Dealing with the types of teacher's question, it was discovered that the teacher utilized certain types of question. It was found that the types of teacher's question used by teachers were open questions and closed questions.
2. Based on the transcript of the data in teaching learning process in classroom interaction, it was found that the frequently questions used by teachers are closed questions.
3. It was found all the functions of teachers questions produced. They were; teacher's questions functions as a tool to arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept, to develop an active approach to learning, to stimulate pupils to ask questions of

themselves and others, to check learners' understanding, to elicit information, and to control the classrooms.

Suggestion

By considering the conclusion mentioned above, the writer mentions some suggestions as follows:

1. For the English teacher

The English teachers can improve their teaching ways, especially to the questions percentage, by too much asking the students have a little chance to practice give students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves. The various of teacher questions and the roles of teachers are expected able to motivate students to learn better and avoid boring impression in the classroom interaction, so that the learning process will be better.

2. For other researchers

The researcher suggest to other researcher to analyze teacher's questions in English speaking activity because this study expected help and give the more information about teacher's questions in classroom interaction.

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