

CHAPTER 1

INTRODUCTION

This chapter provides the background information related to the research. This chapter describes 6 main points namely background of the study, problem of the study, objective of the study, limitation of the study, significance of the study, and research paper organization.

A. Background of the Study

The process of interaction between teacher and student is one of the important activities in the classroom. The process of interaction activities can help students to acquire basic skills or higher understanding in order to solve problems or to engage in high-level thinking such as evaluation. So students will enjoy if there are several interactions in the learning process between the teacher and students in the class. For teachers, interaction activities, the questions posed by the teacher are very influential on how the interaction takes place. Asking is one of the main skills that anyone can learn. Asking is a way that can help teachers develop their abilities in conveying and formulating information. So that in the teaching and learning process in the classroom in asking questions and knowing the right questions to ask are very important teaching skills that need to be taught by teachers to students. In the interaction process, the teacher can know and assess how the concepts or methods used in the learning process so that they can run effectively by looking at and observing how the responses given by students to each question posed in the interaction. Waston (1913: 158) stated that an objective reaction from a person to a situation is used as a stimulus that manifests as diverse as reflex patella, hitting balls, taking food, closing doors, and so on. Therefore, in the process of interaction activities in the classroom to get good and appropriate student responses, the teachers must be able to ask

and know the right questions to be asked to students so that they can provide appropriate and more active responses.

In terms of teacher questions, Shen and Yodkhumlue (2011: 44) stated that during the teaching and learning process, teacher questions play an important role. In addition, Meng, et al. (2012: 1) stated that question and answer activities are seen as the most common form of communication between students and teachers in the classroom. The sequence of questions and answers is not only about transmitting facts or managing classes but rather is the interaction between teacher and students in the class where the teacher works together to learn from students and builds what students already know. Quoted by the taxonomies of Bloom's types of questions are: closed, open, display, referential, procedural, convergent, divergent, rhetoric, interaction, instructional and conversation. The taxonomy will guide the researcher to find the type of questions the teacher uses. Action activities can help students to acquire basic skills or higher understanding in order to solve problems or to engage in high-level thinking such as evaluation. So students will enjoy if there are several interactions in the learning process between the teacher and students in the class. For teachers in interaction activities, the questions posed by the teacher are very influential on how the interaction takes place. Asking is one of the main skills that anyone can learn. Asking is away that can help teachers develop their abilities in conveying and formulating information. The activity process of students is able to answer the questions posed by the teacher, so that they have good understanding and a high interaction process that makes them try to gain new knowledge and skills. In addition, the questions posed by the teacher also play an important role in the teaching and learning process. Students may face problems in understanding the reading text.

They need the right questions to keep trying to solve reading problems. To become a learner who succeeds in learning especially in English lessons, students must master the four language skills of the

language. One of them is reading which refers to the interaction between readers and writers through the most common skills that people have. Reading is very important for people, especially for students. By reading, students can spend their time in a good way, by reading intended to get information. So, the biggest concern must be given at all levels of education. Namara (2007: 3) stated that reading comprehension is the interpretation of information in the text, the use of prior knowledge to interpret information and constructs the presentation of coherence or images in the reader's mind about what the text is. Furthermore, according to Tankersley (2003: 90) reading comprehension is also reading center. That is why reading comprehension is the final stage that students must get from the essence of reading activities. Without comprehension, reading is nothing because comprehension is the most important factor to show how well students are reading.

Based on the statement, it can be concluded that the purpose of this study was to determine students' responses to the teacher's strategy in teaching reading comprehension. The teacher must know and understand that the questions given in class to students must go well. Therefore, a very important strategy used by teachers for students must be done correctly. The process of interaction in the classroom can work well if the teacher chooses the right questions. So it will make successful in learning. This is what is needed to achieve goal, a bigger and better teacher strategy will make students want to learn. The process of interaction carried out by teachers and students will make the teaching and learning process effective and the process of giving questions from the teacher and responses by students can be done correctly. The background is the basics that can be incorporated into the teacher's strategy elements in the interaction process and also information related to how students respond to each question given by the teacher. From the explanation above, the researcher was interested in formulating the research with the title "An Analysis on Student Responses to the Teacher's Question Strategies in Reading

Comprehension during Classroom Interaction Activities in Tenth Grade at SMK N 1 Sragen".

B. Limitation of the Study

This study researcher focuses on An Analysis on Students' Responses towards Teachers' Questioning Strategies in Reading Comprehension during Classroom Interaction Activities at The Tenth Grade of SMK N 1 Sragen.

C. Problem of the Study

Based on the phenomena mentioned on the background of this study, the writer formulates the following problems:

1. What are the types of teachers' questioning strategies in reading comprehension during classroom interaction activities at the tenth grade of SMK N 1 Sragen?
2. What is the students' response toward teachers' questioning strategies in reading comprehension during classroom interaction activities at the tenth grade of SMK N 1 Sragen?
3. What obstacles experienced by students when the teacher applied questioning strategies in reading comprehension during classroom activities at the tenth grade of SMK N 1 Sragen?

D. Objective of the Study

Based on the problems above, the writer formulates the objective of the study in the following:

1. To classify the types of teachers' questioning strategies in reading comprehension during classroom interaction activities at the tenth grade of SMK N 1 Sragen.
2. To describe the students' response toward teachers' questioning strategies in reading comprehension during classroom interaction activities at the tenth grade of SMK N 1 Sragen.
3. To classify the obstacles experienced by students when the teacher applied questioning strategies in reading comprehension during classroom activities at tenth grade of SMK N 1 Sragen.

E. Significance of the Study

Based on this study, the significance of the study is as the following:

1. Theoretically

Significance from this research is able to give information about “An Analysis on Students’ Responses towards Teachers’ Questioning Strategies in Reading Comprehension during Classroom Interaction Activities at The Tenth Grade of SMK N 1 Sragen”.

2. Practically

a. For student

This result of this study can make students more understand in English teaching can mainly help students in the addition of English skills. Can make students brave to respond to every question asked by the teacher, and can improve their English skills.

b. For teacher

This result can help the teacher make questions that will be asked by students, be able to know how to attract students' responses so that they are active during classroom interaction activities.

c. For next researchers

This result can be used as references to help research that will be carried out by another researcher. This result can make new research more developed related to teacher responses and questions in interaction activities that is in the classroom.

F. Research Paper Organization

The organization of this research paper is divided into 5 chapters, namely Chapter I, Chapter II, Chapter III, Chapter IV, and Chapter V.

Chapter 1 is the introduction. It consists of background of the study, limitation of the study, problem of the study, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It consists of previous study and underlying theory. The underlying theory consists of the notion

of students' responses, notion of reading comprehension, notion of teachers' questioning strategies, and classroom interaction

Chapter III is research method. It consists of type of the study, object of the study, subject of the study, data and data source, data validity, method of collecting data, and techniques for analyzing data.

Chapter IV is finding and discussion. The research findings are elaborated related to An Analysis on Student Responses to the Teacher's Question Strategies in Reading Comprehension during Classroom Interaction Activities in the Tenth Grade of SMK N 1 Sragen.

Chapter V is conclusion and suggestion.