

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Classroom Management for ELT is one of the important aspects for teacher of any respect should not only learn, but also master. It is important to have an orderly and well-managed classroom for the teacher to be able to deliver the lessons well and for the students to effectively understand what are being taught to them. To support this, Watkins, Carnell & Lodge, (2007) say that classroom activities are operated on simple view of learning ('learning = being taught') with the idea that students receive in some simple way what the teacher teaches. Hence, according to Starr (2004), every teacher should elaborate excellent classroom management skill. As defined by Starr (2004):

"Classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities. When the students take control of the class, it often leads to un-orderly, chaotic classroom where learning is not anymore the priority of students" (Starr, 2004. P:1).

Starr (2004) continues that there are different classroom management techniques that any teacher may use as appropriate. Some examples of these techniques are: be consistent at all times, strictly follow the class schedule, set clear expectations and level them off at the start of every class, be patient, provide different activities to keep the class busy, encourage active participation of students and never talk too much or dominate the entire class hour (Starr, 2004).

Taking the learners as the center in conducting language learning in class activity, Rogers (1961, 1971) believes that positive human relationship enable people to growth, and therefore the instruction should be based on concepts of human relations in contrast to concepts of subject matter. Moreover, he proposes the nondirective teaching model where the teacher's role as a facilitator who has a counseling relationship with students and who guides their growth and development. In this role, Rogers explains (1961) that the teacher helps students to explore new ideas and opinions about their lives, discuss and decide the topics, select what activity to do in class, and provide their relations with others. Thus, it creates an environment where the students and the teachers are partners in learning, share ideas openly, and communicate honestly with one another (Rogers, 1961).

Moreover, Allwright (1989) highlights that involving various forms of more or less 'realistic' practice, learners can become skilled in doing the things they have been taught. Furthermore, Gebhard (2000:69) emphasizes that classroom activity refer to the way the teachers organize what goes on in the classroom. The goal is to create classroom atmosphere conducive to interact in English in meaningful ways. It is through meaningful interaction that students can make progress in learning English (Gebhard, 2000).

There are some studies from Case (2009) and Gall (1970) which had reported that in elaborating class activities such class discussion and class games setting, types of questioning can be identified. For example in students' classroom games, Case (2009) reports that teacher in her starting introduction of playing

cards has addressed the type of display question. She then continues with confirmation check and comprehension check in elaborating the games. Different with Case, Gall (1970) in his class discussion activity in junior high school, states that teacher mostly uses referential questions when she asked students' clarification on the discussion topic. However, the study on this perspective is still very limit to conduct, not many studies were reported what class activities which can promote teacher's questioning.

Thus, as the teaching and learning process happens during the students' activity in the class, it builds communicative interaction among teacher-students and student-themself. To do so, it is interesting to learn from the activity- itself the way the teacher maintains, provides, and helps the students to achieve learning goals in certain activity.

In connection with that, it is necessary to conduct the investigation to reveal the issue of students' activities that influence the teachers to address certain types of questions in facilitating learning. It is hopefully from the investigation, researcher will find (1) the contribution of classroom activity or students' seating arrangement to the different type of teachers' questions, (2) students' responses on teachers' questions during the classroom activity, and (3) teachers' questions that facilitate students language learning.

1.2 Research Questions

This study is conducted to find out the answers of the following research questions:

1. What kinds of classroom activities contribute to the teachers' use of different types of questions?
2. What sorts of students' responses do the questions generate?
3. How can teacher questions facilitate language learning?

1.3 The objectives of the study

The main objectives of this study are as follows:

1. to identify kinds of classroom activities that can contribute to the teachers' use of different types of questions.
2. to identify students' responses on the teachers' questions.
3. to identify the teachers' questions that can facilitate language learning.

1.4 The significant of the Study

In terms of theoretical contribution, this study is expected to enrich the literature of classroom activity, questioning and its responses on language learning process. Practically, it is to provide new insight into the use of those development and contribution of question in classroom, to facilitate better learning of English language, to encourage students in order to participate in teaching-learning process, and to promote second language acquisition in classroom activities. The finding is also expected to be another alternative effort of improving students' competence in learning English communicatively in the basis of classroom activities through questions.

1.5 The definition of key terms

- a. The term **classroom interaction** in this study is defined as the interaction between teacher and students, and among the students in the classroom.
- b. **Question** is refer to teachers' utterances that seeks information or any statement intended to evoke a response.
- c. **Second language acquisition (SLA)** is the process through which students acquire one or more second or foreign language in addition to their native language. In this study, the term of SLA will be interchangeably used with Second Language Learning (SLI).
- d. **Student Language Production** refers to the answers or comments given by the students orally, in classroom during English teaching and learning process which is generated from the teacher questions.

1.6 Thesis organization

This thesis will be organized into five chapters. The first chapter is introduction which explains the basic concept of the study and the reason why this study should be conducted. The second chapter will consist of theoretical framework and reference of this study. It also contains the relation of these theories which related to the study. The third chapter will present the methodology of the study. It consists of research design, method, participants, site, data collection and data analysis. The fourth chapter will describe the research discussion and findings. The fifth chapter will present the conclusion of the study and some suggestions for further study as well as some recommendations.