I.INTRODUCTION

1.1 Background of the Problems

The English language skills that have to be mastered by SMA/MA (senior high-school) students are listening, speaking, reading, and writing (Depdiknas, 2006:307). In L1, these language skills naturally develop from the less complex to the more complex one (listening, speaking, reading, and then writing). In foreign language learning such as English, the same pattern commonly occurs, yet certainly with more degree of difficulty, particularly in general classroom settings. The skills that should be mastered are built to have what we call as a communication.

Besides its function as a means of communication, language also has a lot of functions. According to Larsen-Freeman (1986:123), while we speak, we use the language to accomplish some functions such as arguing, persuading, or promising and we carry out these functions within a social context. It means that, when speaking someone expresses his idea, shows his feeling, responds to other person, or even influences others' perception.

When two or more people discuss similar issue, they create communication. Scoot (1965) states that communication is typified as an activity involving (two or more) people in whom the participants are hearers and speakers have to listen to what they hear and make the contribution at speech. There are two kinds of communications; verbal communication and non-verbal communication. Verbal communication such as arguing, persuading, or it can be influencing. Meanwhile, non-verbal communication is like showing mimic, body language and gestures. Wheeler (1987) says communication is a two way process when the speaker 'A' says something to the speaker 'B', he expects some kind of reaction (not necessarily in words; he might get gestures, a facial expression, or semi verbal sound like, 'hmm').

In English class or another second language teaching class, the communication between the teacher and the students will not run well without what we call interaction. Interaction means a collaboration of teacher and students to have a conversation. Rivers (1987) states that an interaction is what gets done when two or more speakers converse. In interaction, students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages. In this case, the teacher should build a good interaction between him/her and the students in order to get the attention of the students obtained and the lesson can be accepted by the students. In other words the role of the teacher is very important in arising students' participation in classroom activity. A good interaction will make messages transmission success and create a good

interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased.

Questioning the students is one of the most popular ways in arising the students' participation in English class. Traditional language classroom interaction is usually characterized by a rigid pattern, particularly the act of asking questions, instructing and correcting students' mistakes. Teachers in traditional classrooms tend to dominate the interaction and speak most of the time because they think that close and persistent control over the classroom interaction is a precondition for achieving their instructional goals and students' unpredictable responses can be avoided (Edwards and Westgate, 1994). This is especially the case for those teachers who lack confidence in the subject matter they teach (Smith and Higgins, 2006). A common consequence is that open-ended questions are rarely asked because of the unpredictability of students' responses. Instead, pupils act mainly as the receivers of knowledge and their responses are constrained by the types of questions asked by their teachers (Edwards and Westgate, 1994). This interaction pattern is likely to inhibit students' opportunities to use language for communication (Hasan, 2006). Many students feel so reluctant when they face English lesson, because they think that English is so difficult to be understood. Sometimes they find that it is so hard to catch the teacher's explanation and they are so afraid of making mistakes when they want to ask the teacher's clarification about the lesson.

Actually, this is the teacher's task to revise such condition. In relevance to this, the teacher has great influences in classroom interaction, since that

communication of message in another language is an objective of language teaching.

As the researcher has done his teaching practice at SMAN 9 Bandar Lampung, he found the students were quite able to communicate in English during the teaching learning process. Moreover, this school has implemented the international standard for their education system. Thus, the researcher is interested in analyzing the classroom interaction at that school. More specific, the writer observes the teacher-students' interaction seen from teacher talk on questioning aspect. The researcher analyzes how the teacher gives the students explanation by giving them many kinds of questions. That is why the writer proposes the study entitled: "A Classroom Interaction Analysis of Teacher's Questioning Types in English Class at the Second Year of SMA N 9 Bandar Lampung"

Hopefully, the result that found from the classroom interaction is going to lead to new paradigm of education system that optimizes the students' motivation and competence.

1.2 Identification of the Problems

Based on the background above, the writer would like to identify the problems as follow:

1. What are the most common types of questions in terms of grammatical form?

2. What pedagogical aspects does the teacher use in implementing the types of question?

3. Will there be any differences in the teacher's questioning types between Science Class and Social Class?

1.3 Objectives of the Research

The objectives of this research are:

1. To identify the most common types of questions asked by the teacher during English Class.

2. To find out the pedagogical aspects which are used by the teacher in implementing the types of question.

3. To find out whether any differences in the teacher's questioning types between Science Class and Social Class.

1.4 Uses of the Research

1. The writer expects that this research can be used by the teacher to pose good questions to the students in classroom activities.

2. Theoretically, it is expected that this study can enrich our understanding of the aspect of teacher's questioning types.

1.5 Scope of the Research

The research is conducted at SMA Negeri 9 Bandarlampung. The object of this research is questioning types used by the teacher in two classes. Each class consists of 40 students, so the overall numbers of the students are 80 students. This research is a qualitative descriptive research by using classroom interaction analysis. The theory used to classify the questions taken from Bloom's Taxonomy question categories. The research is conducted in 45 minutes for each class. The writer acts as a non-participant observer to record the conversation between the teacher and the students during the class activity. The writer uses video recorder to make the data more accurate to be analyzed. The writer focuses on the types of question as given by the teacher.

1.6 Definition of Terms

1. Analysis is the process as a method of studying the nature of something or of determining its essential features and their relations.

2. Interaction is an active process in which people trying to get their meaning across to each other by imparting thoughts, feeling or ideas. Interaction refers to any sort of interaction, student-students or teacher-student discussions, group discussions, and any type of classroom participation (Long and Sato, 1983).

3. Classroom interaction is the action performed by the teacher and the students during instruction interrelated which covers classroom behaviors

such as turn-taking, questioning and answering, negotiation of meaning and feedback (Craig Chaudron, 1988: 10).

4. Teacher's question is the teacher's strategy of using questions "to elicit information" to check understanding and also to control learner's behavior (Nunan and Lamb (1996).

5. Questioning type is a sentence that using several forms of interrogative sentence which depends on the purpose of the question.