

CHAPTER I

INTRODUCTION

This chapter consists of explanation about background of the study, statements of the problem, objective of the study, and significance of the study.

1.1 Background of the Study

Language is the most important form of human communication. Without language people are isolated and helpless. Therefore, language plays an important role in human activities especially for communicating to each other. Through language, people can convey news, ideas, opinions, knowledge, and get information.

English is one of the main subjects at school, but sometimes some students do not like this subject because of the situation in the class. A common problem faced by teachers is when the students are unresponsive to explanation or instruction. Many students are passive because they are not brave and sometimes shy to ask question if they do not understand about the. A teacher has to make a good interaction with the students to know their understanding toward the lesson. However, students are often reluctant to make response even if they know the questions, know the answers, and are able to produce the answers. It becomes teacher's responsibility to use some techniques which involve students' participation. Students will enjoy if there are some interactions in language learning between the teacher and students in the classroom.

In many cases, students who are still feeling confused in understanding the teacher's explanation in English, will not keep attention to the lesson because they feel English is difficult to be understood. Thus, the teachers have to improve teaching strategy to help the students to understand the materials easily and attract students to pay attention to teachers' explanation. In English lessons, according to Gardner (2008: 12), teaching English focuses more directly on the relations between students' motivation, language achievement and teacher's didactic strategies used in the EFL class. Allen (2010: 2) has found that classroom management is a complex set of skills that includes much more than being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about discipline.

A good teaching learning process does not only put the teachers as a single main source but also involve the students in that process. The involvement of the students is an important thing in every teaching learning process as there will be an excellent interaction among the teachers and the students. In creating an interactive classroom, teachers need to provide supports, which can be in the form of questions, to students by interacting and involving them in order to train their speaking skill also to ensure that the students master the concepts. The support given by the teachers and the result of them will clearly be seen in a spoken cycle through teachers talk and students talk or students speaking performance.

Teaching and learning process between teacher and student in the classroom needs a strategy. Teachers have to apply strategy to make student enjoy and active in teaching learning process, unfortunately sometimes student do not understand

whether topic was given by the teacher. This study thoroughly examined the teachers' questioning strategies during the classroom interaction.

The term of questioning strategies have been long to be known in teaching and learning process. As a result there are several definitions about questioning strategy. Questioning strategies are the ways which are used to ask something to the students in acquiring a purpose in teaching and learning process. Guest (1985) in Sujariati (2016) stated that questioning strategy is one of the important tools to convey students learning which can help teachers develop their own strategies to enhance the students work and thinking. In the other word Harvey (2000) in Sujariati (2016) defined that questioning strategy is most effective when it allow students to become fully involved in the learning process.

According to Chin (2007) questioning strategy is characterized by flexibility as the teacher adjust questioning based on students respond in order to engage students in higher order thinking. Harvey (2000) explained that questioning strategy is most effective when it allow students to become fully involved in learning process. It means teachers should think how to create the strategic questioning in their lesson plan before teaching and learning process.

This study aims to describe the teacher's questioning strategy during interaction in the classroom. In this case, students are still confused about the topic given by the teacher, students are embarrassed to ask questions and sometimes students feel very silent when the teacher explains the topic. Based on the background of the problem above, we need to analyze the teacher's questioning strategy during interaction in the classroom.

1.2 Statements of the Problem

Related to the background above, the research questions are formulated as follows:

1. What kind of questioning strategies are used by the English teacher during the classroom interaction?
2. What are the frequency of questioning strategies used by the English teachers during the classroom interaction?

1.3 Objective of the study

Based on the problem above, the objective of the research is formulated as follows :

1. To find out the kinds of questioning strategies that the English teacher used during the classroom interaction.
2. To find out the frequencies of the English teacher used questioning strategies during the classroom interaction.

1.4 Significance of the Study

a. For Students

The result of this research is expected that through teacher's questioning strategies the students could be more interactive, and the class could be useful. The researcher expected that all the students could enjoy when they learn english in their classroom.

b. For Teachers

The results of this study are expected to be useful information for many people in the learning process. This research is expected to be able to add information and encourage English teachers in their teaching. Researchers hope that need to be active, creative and innovative to solve the problems they face in class and also researchers are expected to provide information and as a source of information about questioning strategies used by English teachers in class.

c. For other Researcher

This research may also give inspiration for the other researcher to research the same issues which are related to implementation and development of teacher's questioning strategies in order to develop the quality of education field in future.