

CHAPTER I

INRODUCTION

1.1. Background of Study

The interaction between teachers and learners is one of the most important activities in the classroom, especially in English subject. As an international language English becomes one of the most important subject, especially in High Schools, whether in Junior or Senior High School. By mastering English, students not only able to be the part of countryside democratic society, but they also will be able to be the part of international democratic society as Bernays (1961) says the conscious and intelligent manipulation of the organized habits and opinions of the masses is an important element in democratic society. Therefore, the researcher here as we are from the English Department, trying to find the best way to improve the students capability in English.

One of the most important activity in the classroom is asking question and giving answers, or we can also say arguing. The teacher should help their learners to acquire basic skill of classroom interaction. In this case, questions are crucial. For teachers, questioning is a key skill that anyone can learn to use well. But for students, especially for students who lived in villages, questioning are matters of courage. Therefore, teachers here should develop their students' ability to raise their courage and formulate questions in which the ways, or the specific way, can also be learned by some students with special problems. Raising questions and

knowing the right question to ask is an important teaching skill that students need to be taught.

According to Kathleen (2015) there are difference between question and questioning; Question is any sentence which has an interrogative form or function, while questioning is an action of asking questions. It means that when the active students do some questioning in the classroom, it is when they were asking some questions to their teachers or their friends which is usually are smarter than they think they are. While question is the kind of sentences which is usually the part of interrogative sentence. for instance; a)“What is the meaning of socialization?”, or b)“When did the accident happen?”, or c)“How does she draw such beautiful painting?”, or d)“Why does the murderer kill the President?”, or e)“Who is the actor that died last year?”

In most classrooms cases, questioning can be a crucial problem for the students. It is because not all students pay attention to the teaching - learning activity in the classroom. That why the researcher here need to pay attention to find out the best solution or strategy for eliciting responses from students during the whole class teaching. And for researcher, questioning can be identified as one of the most popular instructional strategies in the classroom since questions are the most common form of interaction between teachers and students in classroom during the teaching and learning process. Shen and Yodkhumlue (2011) argue that during the process of teaching and learning, teachers' questioning plays a crucial role. It means that without the activity of asking question and giving answers, the role of the teacher can be meaningless. It shows about how important questioning

is. In another word, Meng et.al (2012) says that question-and-answer activity is viewed as the most common form of communication between students and teachers in the classroom. Question and answer sequence is not only about the transmission of facts or managing classes but is rather the interactions between the teachers and students in the classroom where the teachers co-constructs learning with students building on what learners already know. In this problem, Meng et.al (2012) was trying to show that asking question and giving answer is something common in where s/he used to see in the classroom. Questioning isn't the only way to control or manage the class, but also more to be the best way of interaction among the students and the teacher itself. It is a specific way to find out about how many the students understanding of the materials given.

In terms of teacher's questions, Tsui (2012) claims that teacher's questions all types and structures of utterances classifies, either syntactically or functionally, as questions asked by teachers before, during, and after instruction in order to elicit responses from the students. This means that Tsui (2012) has identifies the questions that is told by the teacher as those which is determined by sentence – structure, expressions, idioms, explicit or implicit questions, in which the questions are asked before, during, and after the teaching – learning process in the classroom.

In fact, at SMP Negeri 2 Ngadirojo this strategy be success to all of the students. As students who live in village they don't deal with any problem of bravery. Researcher find that there were two classes (A and D) that have different level i.e.; High (Class A) and Average (Class D) in which both of the classes are

active. The researcher then presumes that the situation maybe because of the questioning strategies that the teachers use on all classes in English class. The students became more active because the teachers actively in asking the question to check the students understanding. Questions raise by teachers and the students reply, this is an important component of the teaching learning process which enables teachers and students to communicate. Asking and answering questions create an interaction in the classroom and this interaction has been considered a significant means of teaching and learning. Good questions are directed toward learning and evaluative thinking rather than determining what has been learned in a narrow sense.

This is what one of the teachers had said if all classes with any level, they are all being though by the same strategy, that is Questioning Strategy. In here the teachers don't make any difference to the student seven though they are from different levels. But lastly it all take good effect since all the students become active and positive in teaching learning process in the classroom.

One thing that teachers should not ignore and pay attention is the role of teachers' questions and strategy in English teaching process because questioning strategies are very important in order to affect the students' learning process. That is why in achieving the goal of teaching, teacher's questioning strategies should be views and applies because teacher's questioning strategies in interaction is one of the factors that should be consider by the teachers to make an effective process of teaching and learning. It should be apply in a good way as a teaching device in

teaching learning interaction. It requires knowledge of type's questions, strategies, and the art of questioning skill.

From the background above, it is fundamental then to include all the elements of teachers' questioning strategies in teaching to be successful in achieving the goal of teaching process. From the explanation above, the researcher interest to formulate the research under the title "An Analysis of Teachers' Questioning Strategies in English Teaching Learning at SMP Negeri 2 Ngadirojo Pacitan Academic year 2017".

1.2.Statement of Problems

From the background above, there are some questions that the researcher has formulate. The questions as follows:

- 1) What are the teachers' reason in using questioning strategy in English Classes at SMP Negeri 2 Ngadirojo Pacitan Academic Year 2017?
- 2) How questioning strategy was implemented by the teachers in classroom?
- 3) Is there any effects for the students` activeness in the classroom?
- 4) What obstacle are faced during the implementation?

1.3.Purposes of Research

This research discusses about questioning strategies in teaching English as Foreign Language (EFL) in the classroom. The purposes of this research as follows:

- 1) To find out teachers` reason of using questioning strategy in the classroom.

- 2) To find out to describe the implementation of to know whether the response of the students after questioning strategy is used by teachers
- 3) To know whether there are same effects toward the students` activeness
- 4) To know whether obstacles faced by students in the questioning strategies

1.4. Significance of Research

The results of this research are expected to have positive contributions to the development of teaching and learning in the classroom as follows:

- 1) It is expected to be useful and valuable information for teachers related to the strategies and the effects of questioning strategies in the classroom interaction.
- 2) It is expected to give valuable contributions especially for English teachers to engage learners' attention in improving their verbal responses and evaluating learners' progress
- 3) It is expected to be useful for the improvement of teachers' questioning in EFL classroom.

1.5. Scope and Limitation

The scope of this research is English teacher when teaching in the classroom. Researcher will be focus how to teach English learning process beside teacher and the students make a strategy.

The limitation of this research is English Teaching learning use questioning strategy when English learning process. Wherever teacher and students asking and answering when they are interaction in the classroom.

1.6. Definition of the Key terms

The writer defines of key terms as follows:

Questioning : It is one teaching behavior way through teachers and students' interaction, checking learning, promoting thought, consolidating knowledge, using knowledge, achieving teaching goals" (Xiaoyan Ma, 2008). It means that classroom questioning is the main part of classroom teaching, and is one of the teaching methods to get the aim of classroom teaching. Teachers want to get students' responses and the first step is to answer questions.

English Classroom Interaction : "English as a language that used by students in the classroom to have interaction with other students and the teacher itself, which is very important as an international language" (Xiaoyan Ma, 2008) which is the language can be a key to have interaction with the people all over the world, and to learn something new.