

CHAPTER I

INTRODUCTION

This chapter consists of explanation about research background, research problem, research objective, research significance, scope and limitation and definition of key terms.

A. Research Background

Teaching is defined as an interactive activity that particularly affects classroom interaction between the teacher and the students during certain activities. There are several strategies to help a teacher in teaching a language, especially if you consult the students. The teacher has an idea that asking questions with students will help students understand the material better and let the teacher know if his lesson is clear or not. That is one strategy to teach English in a new way. The teacher thinks that by asking students, the atmosphere would become more attractive and enjoyable. Furthermore, when the teacher is questioning the students, the students will have a great interest in learning English.

A strategy is required for the teaching and learning process between teacher and student in the classroom. Teacher must use strategies to engage students in the teaching and learning process. There are some strategies that teachers may use to improve students' motivation to learn English during the teaching and learning process. A questioning strategy is one of the strategies. A questioning strategy is a question that teachers use to inspire students to participate in a learning activity. According to Harvey (2000), the most successful questioning strategy is one that allows students to completely participate in the learning process. When teachers apply a questioning strategy in a learning activity, it implies that students will be motivated to learn.

A questioning strategy has gained much importance as a way of helping teachers in motivating students during classroom and learning activities. Teachers can plan what questions they will ask their students during a classroom learning activity by using the questioning strategy. Furthermore, the teachers' questioning strategy must include interesting questions that encourage students to answer and

understand English. Questions should be open-ended, with more than one possible response, in order to ensure that they will attract students' attention. These types of questions would stimulate students' interest and lead to argument or discussion, which would lead to new material being learned.

There are some previous researchers that have done research almost similar and related to this research. The research "*Teacher Questioning Strategies: to Improve Student' Motivation in English Classroom Learning Activity*" by Syarifah Rahmah. The objective of this report is to determine the teachers' questioning strategy in English classes at SMPN 8 Banda Aceh, and the improvement in students' motivation to learn English as a result of the teachers' questioning strategy. The second previous study is "*Teachers Questions in English Foreign Language Classroom Interaction*" conducted by Angga (2015) from Universitas Negeri Semarang. The goal of this research was to explain the many sorts of questions that teachers ask in the classroom during the teaching and learning process. The next previous study is "*Teacher Questions in EFL Classroom*" by Rita Erlinda and Sari Rahma Dewi. Through examining the transcripts of the filmed instructions, this study reveals the sorts of questions and their frequency used by EFL teachers in the classroom during the teaching processes. A significant focus is placed on determining the length of the students' responses to the teacher's questions.

All of the previous study mentioned has focused on the types of questions that a teacher could ask during a classroom interaction. The focus of this research is to look at several sorts of questions that might help the teacher conduct classroom interactions more effectively, as well as to explain how the classroom interacts when the teacher employs a questioning method with seventh grade students. In comparison to prior investigations, the current study employed distinct theories. The researcher will use the Richard and Lockhart theory (Procedural, Convergent and Divergent), which indicates that the current research differentiates from the theories in terms of classification. This research also used different school with the previous studies, this research focused in MTs Sunan Gunung Jati Gurah Kediri because based in researcher's experience and

observation, this school supports phenomena that is in line with objective of the research.

The purpose of this research is to describe the teacher's questioning strategy during classroom interaction. In this condition, students are still confused by the teacher's topic, they are ashamed to offer questions, and they are sometimes quite silent while the teacher discusses the question. Based on the problem's background, the researcher interested in conducting research entitled “An Analysis on Teachers’ Questioning Strategies During the Classroom Interaction”.

B. Research Problem

Based on the research background, the research problems are:

1. What questioning strategies are used by the teachers during the classroom interaction at MTs Sunan Gunung Jati Gurah Kediri?
2. How questioning strategies are applied by the teachers during the classroom?

C. Research Objective

Based on the research problem, the main objectives of this research are:

1. To find out what questioning strategies are used by the teachers during classroom interaction at MTs Sunan Gunung Jati Gurah Kediri
2. To find out how questioning strategies are applied by the teachers during the classroom

D. Research Significances

The significance of this research could be in terms of theoretically and practically

1. Theoretical Significance

Theoretically, the results of this research should improve the world of education and serve as a valuable reference source, particularly in regards to teachers' capacity to use questioning strategies in English courses in Junior High School.

2. Practical Significance

There are various practical benefits for teacher, student, school, and researcher, including:

2.1 For the Teacher

The results of the research will be used to inform junior high school teachers about the significance of using questioning strategies in the learning process so that teachers may improve their professionalism and help students learn more effectively.

2.2 For the Student

The results of this research are expected to be useful for students to increase participation and activity in the classroom so as to improve the quality and student learning outcomes.

2.3 For the Further Researcher

The results of this research can help researchers gain a better understanding of how to improve their quality as a candidate for undergraduate education and gain practical learning experience with teachers' teaching strategies, particularly their ability to ask questions in English sessions.

E. Scope and Limitation

In order to avoid a general discussion, the scope must be limited so that the study can be oriented and easy to understand. The scope of this research is to analyse the teachers' questioning strategies during the classroom interaction, the English teacher at MTs Sunan Gunung Jati Gurah Kediri is the subject of this research.

F. Definition of Key terms

The researcher demonstrates the definition of some key terms with relation to the title of this research in order to avoid confusion and make the reader understand what the researcher writes.

1. Questioning Strategy

Questioning strategies are a teaching and learning strategy that uses a question as a teaching tool to determine what students know and understand

about the material and to interest students in the learning process. In this research, the questioning strategy is used by teachers in the teaching and learning process at MTs Sunan Gunung Jati Gurah Kediri.

2. Classroom Interaction

Classroom interaction is a reciprocal and meaningful interaction that takes place in the classroom between the teacher and the students. Students improve their language skills through interaction.