

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, research problem, objectives of the study, research hypothesis, significance of the study, scope and limitation of the study and definition of the key term.

#### **A. Background of the Study**

Learning is a process interaction between students and the environment that causes a change in behavior better direction. Learning is a process or effort that is done every individual to get a change in behavior, either in the form of knowledge, skills, attitudes and values positive as an experience of a variety of material that been studied. The definition of learning can also be interpreted as everything psychic activity carried out by each individual so that his behavior was different between before and after study. Changes in behavior or responses, because the existence of new experiences, have intelligence/knowledge after learning, and practice activities. The meaning of learning is a process of personality change someone where the change is in form behavioral quality improvement, such as improvement knowledge, skills, thinking power, understanding, attitude, and various other capabilities. Learning Activities have a relationship between the components one each other so that they can each other influence on achievement and success in the teaching and learning process. Among several components in learning activities, a teachers are also a factor the most important support for the success of teaching and learning, because the teacher is a teacher motivator, facilitator, inspirer and evaluator in class.

Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastering skills and character, as well as forming attitudes and beliefs in students. In other words, learning is a process to help students learn well. Learning is an activity in which there is a process from not knowing to knowing, not understanding to understanding, cannot be able to achieve optimal results (Ihsana, 2017).

Teaching is an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable. It involves a teacher, a learner, content in form of knowledge facts information and skill to be imparted a deliberate intention on the part of the learners to learn, and finally a method that respects the learners' cognitive integrity and freedom of choice. Teaching is a key term that almost never escapes discussions about education because of the interrelationships between the two. Some people think that teaching is only part of the educational effort. Teaching is only considered as a tool or way of organizing education, not education itself has a clear connotation, because teaching is only one way of educating, education cannot take place without teaching. This assumption arose because of the traditional assumption that teaching is an activity of a teacher who only fosters the creative realm of his students, while the realm of taste and intention is forgotten. Rusman, 2017 states that "Learning is something the process of interaction between teachers and students, both direct interactions such as face- to-face activities or indirectly,

namely by using various learning media". In terms of carrying out his work as a presenter of special lessons in class, the teacher is not only required to transfer knowledge or the content of the lessons he presents to his students but more than that. In the ideal sense, teaching contains the connotation of guiding and helping to facilitate students in undergoing their own process of change, namely the learning process to achieve complete and intact creative, taste and intention skills. Of course, the skills in all areas of psychology cannot be achieved at once, but in a step by step process.

Teachers also need knowledge to teaching English. It is about the material given to the student or the knowledge of the transmission of learning or the meaning of the spoken or written vocabulary before the student. According to Hasan (2018), teaching vocabulary is not easy, for a teacher needs to recognize the abilities and characteristics of his students. The class of students in language instruction is students as children, young converts, middle and adult students. Within every level of the student's age, the techniques and methods are unequal and must be adjusted to their age or level. If a technique or method is wrong, then it is certain that the purpose of language teaching will not be properly accomplished. A teacher using strategies might encourage students to be more attractive in class interactions. The strategies can be applied by the teacher to learn what the students know and do not know. It means that the teacher does not spend time re-enforcing the students' previous knowledge. The questioning strategy is supposed to provide students with more opportunities to think about and understand what the teacher is talking about, as well as time to respond to the

question. As a result, the teacher and students will partake in interactive communication. A strategy is required for the teaching and learning process between teacher and student in the classroom.

Teachers must use strategies to engage students in the teaching and learning process. However, students may not always understand a topic was given by the teacher. The teachers' questioning strategies during classroom interaction are thoroughly examined in this study. Strategy means "a careful plan of activities to achieve specific goals". Strategy can also be interpreted as "an outline of a course to act in order to achieve predetermined goals. Teaching and learning are two activities related to one another. Teaching and learning activities refer to the actions of students/students, while teaching refers to the

activities of the teacher. Teaching and learning strategies mean "general patterns of teacher- student behavior in the embodiment of teaching and learning activities." Thus the teaching and learning strategy can be interpreted as a general pattern of teacher-student activities in the embodiment of teaching and learning activities to achieve the goals outlined.

The teaching and learning process that has been carried out in the classroom so far is often one-way where students only listen to what the teacher says. Therefore, students are more actively involved in interacting with teachers or between students. The percentage of students' ability to understand and remember what material has been studied before is only 5% if they only listen to the teacher's explanation. Interaction is also an important point in teaching and learning activities because it is not only the students who benefit, but also the

teachers also receive feedback whether the material presented is well received by students. "For this reason, listening to students' experiences can be applied in learning methods before the teacher enters into theoretical explanations and after introductions.

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 must analyse the teacher's questioning strategy during classroom interaction. Based on observations of 11th grade students at SMAN 1 Grogol Kediri, students are still struggling with simple methods because teachers still do not use strategies that can build and make lessons more interesting for students in their class. Another problem is that students still have difficulty remembering, writing, and interpreting the vocabulary they have learned even though the teacher has previously explained and taught it in class. Preliminary results indicate that the material presented is less inspiring. Passive students listen to the teacher's explanation and practice only when instructed. In addition, some students are also not confident and afraid answering the teacher's questions incorrectly. This phenomenon certainly has very significant implications for learning outcomes, both in daily life and in primary education levels.

Based on the explanation above, the researcher wants to conduct research with title **“An analysis of Teachers Questioning Strategies During the Classroom Interaction”**

## **B. Research Problem**

Based on the research background, the statement of research problems are:

1. What questioning strategies are used by the teacher during the classroom interaction at SMAN 1 Grogol Kediri.

## **C. Objective the Study**

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

1. To find out what are questioning strategies that are usually used by the teacher during classroom interaction at SMAN 1 Grogol Kediri.

## **D. Benefit of the Study**

1. Theoretical Benefits

Theoretically, the results of this study 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 Senior High School.

2. Practical Benefits

- a. For the Teacher

The results of this study are used to provide information to teachers about the important of using strategies in learning, so that students learn more understandably.

- b. For the Student

The results of this study are expected to be useful for students to increase participation and activity in the classroom.

c. For the School

The results of this study can be used to improve learning strategies, so that the quality of teachers increases and has a good influence on schools.

d. For the Researcher

The results of this study can help researchers understand how to improve their quality as candidates for undergraduate education and can enhance practical learning experiences.

### **E. Scope and Limitation**

The scope of this study is to analyze the teacher's questioning strategies during classroom interactions, the English teacher at SMAN 1 Grogol Kediri is the subject of the study. The scope must be limited so that the research is oriented and easy to understand. The research is limited to the eleven grade students of SMAN 1 Grogol Kediri.

### **F. Definition of Key terms**

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

a. Questioning Strategy

Questioning strategies are ways for asking students questions in order to get a goal in the teaching and learning process. In this study, the questioning method is used by teachers in the teaching and learning process at SMAN 1 Grogol Kediri. The purpose of teacher inquiry strategies is to make the learning

environment more interactive, active, and collaborative. The teacher should use the questioning strategy to assess student's learning in order to determine how well they understand. To improve the student's command of the target language. To make teaching and learning more effective, the teacher can use variety of question types. According to Richard and Lockhart there are four types of question:

- 1) Open-Ended question
- 2) Close-Ended question
- 3) Display question
- 4) Focus question

b. Classroom Interaction

Classroom interaction is a situation in which the behavior of one class member affects the behavior of another class member.