

## CHAPTER I

### INTRODUCTION

This chapter provides general introduction to present in this thesis. There are some points in part of the introduction, those are background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, and definition of key term.

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

A successful teaching-learning process includes both students and teachers as the major sources. Student participation is necessary in any teaching-learning process because it facilitates better contact between teachers' and students. To establish an interactive classroom, teachers' must connect with students' by asking questions and talking with them to improve their speaking abilities and ensure that the students comprehend the topics. According to Dagarin (1971), as quoted in Brown (2001, p. 165), interaction is the essence of communication: that is the essence of communication. Classroom interaction is about students having an active discussion during classroom. The interaction occurs both between students and teachers. The teachers' support and the results of that support will be evident in a spoken cycle via teacher talk and student talk or students' speaking performance.

Both teaching and learning are complicated, interactive processes that have an impact on one another and are crucial elements of educational environments. In this situation, teachers and students learn from one another as they develop a learning environment in the classroom. An expert discourse community may also cast question on teachers' ideas about how instruction improves learning. Teachers can increase their students' motivation to study English by implementing some strategies during

the teaching and learning process. Questioning strategies one of the most important strategies for improving students' abilities. Teachers use questioning strategies to engage their students in learning activities by asking questions. According to Harvey (2000), a questioning strategies works best when it encourages students to participate completely in the educational process. It suggests that when teachers employ questioning strategies during classroom activities, learners will be motivated to learn. This strategy has grown in importance as a means of assisting educators in inspiring their students throughout instructional activities. Teachers can plan out the questions they will ask to their students during a classroom learning session by using the questioning strategies. Additionally, in order to capture students' attention and push them to learn English, teachers must use engaging questioning strategies. Questions should have multiple possible answers and be open-ended to ensure that they will capture students' attention. These kinds of questions will stimulate students' curiosity and stimulate debate or discussion, which would result in the acquisition of new knowledge. To help students become better speakers, teachers will need to implement a variety of approaches, strategies, and techniques in their English language learning courses. Over half of all interactions in the classroom involve the teacher asking and answering questions. This makes it one of the most common approaches. Brown (2001), explain that pupils have more opportunities to practice their language when they are actively involved. Interaction can be improved with certain exercises including questioning, group discussion, and pair work. It is the teacher's responsibility to both transfer knowledge and encourage the pupils' language skills. Classroom interaction according to Hitchcock and Huges (1989), quoted in Brown (2001), describe classroom interaction as the exchange of ideas between students and teachers as well as between students themselves. As a result, teachers ask

questions to students in order to evaluate their comprehension and stimulate discussion. Additionally, using questioning strategies is one of the best ways to develop a teacher's function as a facilitator for interaction.

A strategy is essential for the teaching and learning process between the teacher and the students in the classroom. Teachers can use several ways to engage students in the teaching and learning process. However, students may not always understand the topic given by the teacher. This research thoroughly analyzes teachers' questioning strategies during classroom interactions. Guest (1985), state that the questioning strategies are one of the most significant instruments for communicating student learning and help teachers in developing their own strategies to improve student work and thinking. Questioning strategies are designed to offer students with more opportunities for comprehension and thought on what the teacher asks them, as well as more time to answer to questions.

The purpose of questioning strategies is to give students more time to think through the questions the teacher asks them, as well as additional opportunities to learn. Additionally, there will be interactive discourse between the teacher and the students. Because the teacher's questions have such an impact on the students' responses, especially when questioning strategies are used, the teacher must analyze the strategy for delivering questions in terms of question type, level, and asking behaviors. Because this important and relevant question method can capture students' curiosity and interest, create their ability, and motivate them to improve their English language acquisition, the questions must be appropriate for the questioning strategies used in class. It was the researcher's idea to look at how teachers interacted with students by asking questions. Because the researcher's experience indicates that a common factor contributing to pupils being silent is teachers who are unresponsive

and who don't feel comfortable teaching their students in the classroom. According to previous study, most teaching strategies bore students and cause them to feel uncomfortable in the classroom, which prevents them from interacting with one another. The first previous study was titled "Teacher's Questioning Strategies During English Classroom Interaction at Grade X Students of SMA Negeri 2 Medan". The purpose of this study was to identify the many types of teacher asking methods, analyze the common teacher questioning strategies, and reasons why teachers ask students questions. This study employed Chen's theory.

The second previous study was titled "An Analysis of Teacher's Questioning Strategies during Online Classroom Interaction at SMAN 01 Majenang". This study examined the types of teacher questioning methods employed by English teachers in online classroom interactions, as well as the purposes of these strategies. This study used a questioning method based on Xuerong's theory.

The last previous study was titled "Teachers' Questioning Strategies and Students' Perceptions of Critical Questions in EFL Classroom Interaction." This study aims to investigate teacher questioning strategies as well as students' perceptions of key questions in EFL classroom interactions. This study employs a case study design that focuses on descriptive analysis. The study was carried out at one of Semarang's high schools. This study used Chen, Anderson, and Krathwohl's (2001) theory.

This research was conducted to investigate and analyze the use of questioning strategies during the classroom interaction by teachers at MA Ma'arif NU Blitar using theory Ricahrd and Lockhart. Based on the observations of the researcher, many interactions and questions are given by teachers to stimulus students want to actively participate in communicating. So, this study aims to find out the teacher's questioning strategies the classroom interaction at MA Ma'arif NU Blitar.

## **B. Problems of the Study**

1. What kinds of questioning strategies are used by the English teachers' during the classroom interaction at MA Ma'arif NU Blitar?
2. What is the functions of the English teachers' questioning strategies during the classroom interaction at MA Ma'arif NU Blitar?
3. What are the reasons of the English teachers' use questioning strategies during the classroom interaction at MA Ma'arif NU Blitar?

## **C. Objectives of the Study**

1. To find out kinds of questioning strategies are used by the teachers during classroom interaction at MA Ma'arif NU Blitar
2. To find out the function of teachers questioning strategies during classroom interaction at MA Ma'arif NU Blitar
3. To find out the reasons why the teachers use questioning strategies during the classroom interaction at MA Ma'arif NU Blitar

## **D. Significance of the Study**

### **1. Theoretical Significance**

Betts (1910, p. 55) says that asking excellent questions is essential in learning and may even be more important than obtaining answers; the questions can help students think critically. In terms of theoretical significance, the researcher hopes that the findings will be useful as a guide and source of information for future academics interested in teacher questioning strategies. The researcher also hopes that the reader will be able to completely comprehend the teacher's questioning strategies as a consequence of this research.

## **2. Partical Significance**

### **a. For Student**

The study aimed to determine whether the teacher's questioning would improve the students' ability to actively communicate with one another. Students could be more participatory, the class could be more effective, they could enjoy learning English, it could be more exciting to answer the teacher's questions, and the teacher's questioning could provide them with more clear information.

### **b. For Teacher**

The study's findings are also expected to serve as a new source of reference and information for increasing educational quality. The teacher also learnt how to teach more efficiently and effectively in the classroom, ensuring that students comprehend the subject and meet the learning objectives.

### **c. For Other Research**

This study may motivate other researchers to do further research on subjects related to the adoption and development of teacher questioning strategies in order to improve educational quality.

## **E. Scope and Limitation**

This study aimed to determine the types of questioning strategies used by teachers during the teaching and learning process with eleventh grade students. Richards and Lockhart's (1994) theory serves as the foundation for the question type analysis. The study explains why teachers use questioning strategies when teaching English. This study included two English teachers who teach eleventh grade at MA

Ma'arif NU Blitar. The study focused on English teachers who teach eleventh-grade students at MA Ma'arif NU Blitar.

## **F. Definition of Key Term**

To help readers comprehend this thesis title, the researcher would like to define the following terms::

### **1. Question**

A questions are activity stimulants for thinking. Asking questions shows a person's curiosity about information that is not yet known. Questions are an important aspect of instructional design and learning facilitation.

### **2. Questioning Strategies**

Questioning strategies are strategies in the teaching and learning process and a way to ask questions to students to find out what students know and understand about the material, lesson objectives, and involve students in the learning process. This questioning strategies uses the theory of Richard and Lockhart (1994).

### **3. Classroom Interaction**

Classroom interaction, which is a reciprocal and meaningful interaction between the teacher and the student, can help them enhance their language skills.