

CHAPTER I

INTRODUCTION

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

A. Background of the Study

Classroom is designed to provide an environment in which students may increase their abilities, specially, in learning English and using it in real-life situations. Interaction, according to Brown (1984:2001), is the collaborative exchange of thoughts, feelings, or ideas between two or more individuals (students and teacher or students and students) that has a reciprocal effect on each other. In order to have reciprocal relation, the communication between the teacher and students must be effective. A professional discourse group, according to Freeman (2008), may also challenge teachers' perceptions of how teaching leads to learning. At this point, the success of the learning process is determined by the quality and quantity of students' participation in information sharing in the classroom, as getting students to speak and use the language they are learning is an important part of a teacher's job and responsibility to make target language to promote their communication with learners, within which teachers' questions lead students into a learning process.

In fact, because young learners have unique characteristics, the teacher cannot predict how they will act in the classroom. Young learners are more likely to be enthusiastic about learning. If they don't understand what's being said, they may become mute or, on the other hand, chaotic. Young learners also lose interest more quickly and are less able to keep themselves focused on challenging assignments. As a result, teachers must spend more time and effort to structuring the classrooms of young learners than they must to the classrooms of adults.

The teacher will need some approaches, techniques, strategies and others to apply in English learning instruction in order to improve students' speaking skills. Questioning and answering by the teacher is one of the most popular techniques in classroom interaction, up more than half of all interactions. Brown (2001), claims that when students engage, they have more opportunities to practice their language. Some activities such as pair work, group discussions, questioning can help to increase interaction. The teacher's job is to stimulate the students' language abilities as well as impart knowledge. Classroom interaction, according to Hitchcock and Huges (1989, quoted in Brown 2001), is described as the communication between teachers and students, as well as students with students, as a result teachers ask students questions to assess their understanding and stimulate discussion. Furthermore, one of the most effective methods to build a teacher's role as an agent for interaction is to use questioning strategies.

Questioning strategies are designed to provide students more opportunities to learn and think about what the teacher is asking them time as well as more time to respond to the questions. In addition, students and teacher will interact in

interactive conversation. Because the teacher's questions have such a strong influence on the students' responses, especially when using questioning techniques, the teacher must assess the approach for supplying questions in terms of question type, level, and asking behaviors. The questions must be acceptable asking strategies that are used in the classroom, since this very important and an appropriate question approach can raise students' curiosity and interest, stimulate their ability, and motivate them to improve their English language learning. The researcher's idea to examine teachers' questioning techniques during classroom interactions. Because one of the typical elements that causes students to be silent, according to the researcher's experience, is that teachers are not responsive and less comfortable learning with their students in the classroom. Previous research has found that most instructor strategies boring students and make them feel uneasy in the classroom, resulting in a lack of interpersonal interactions.

Based on the researcher's past experience, the researcher analyzed the teacher's questioning technique and explore the teacher's questioning strategy in the classroom interaction of students. When the researcher was on duty at Pondok Pesantren Walisongo Ngabar Ponorogo, she noticed that the teacher was trying to apply specific questioning strategies. Due to the obvious characteristics of passive students, and because not all students have good interests and abilities in the subject of English, this strategy can help them get good results in English. Pondok Pesantren Wali Songo is located on Sunan Kalijaga Street, Ngabar, Siman, Ponorogo. One of the boarding schools in Ponorogo uses a bilingual language system, namely Arabic and English, in daily conversations and teaching and

learning activities. The questioning strategies used by teachers when teaching compulsory English courses in the morning are what the researchers want to look into.

And based on the findings of the previous study researched by Rismayanti in 2018 entitled “An Analysis of Teacher’s questioning Strategies during the Classroom Interaction at PIBA of Uin Alauddin Makassar” and by Sujiriati, Qashas Rahman, Murni Mahmud in 2016 entitled “*English Teacher’s Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu*”. Next research is “*The Power of Questioning: Teachers’ Questioning Strategies in the EFL Classrooms*” by Annisa Astrid, Rizqy Dwi Amrina, Deta Desvitasari, Uci Fitriani, And Aisyah Shahab in 2019 the researcher wants to learn more about “*An analysis of teacher questioning strategies during EFL classroom interaction.*” To enable teachers to use a variety of asking strategies to get responses from students during classroom interactions, as well as to provide teachers with benefits in delivering questions for interactive learning.

B. Statement of the Problems

Based on the background above, the statement of the problem are:

1. What questioning strategies are used by the teachers during the classroom interaction at Pondok Pesantren Wali Songo Ngabar Ponorogo?

C. Objectives of the Study

According to the research questions above, the researcher aims to find out:

The questioning strategies that are usually used by the teacher during the classroom interaction of the students at Pondok Pesantren Wali Songo Ngabar Ponorogo.

D. Significance of the Study

1. Theoretical Significance

Betts (1910, p. 55) claims that asking good questions is important in learning and can even be more significant than receiving the answers; the questions can help students to think critically. As far as theoretical significance goes, the researcher hopes that the findings will serve as a guide and source of information for future researchers interested in teacher questioning strategies. The researcher also hopes that the reader will be able to fully understand the teacher's questioning strategies as a result of this study.

2. Practical Significance

a. For students

The goal of this study aimed to see if the students' ability to actively communicate with each other may improve as a result of the teacher's questioning. Students could be more interactive, the

class could be more effective, they could enjoy learning English, they could be more interesting to answer the teacher's questions, and they could receive information more clearly through the teachers' questioning.

b. For teacher

The findings of this study are also expected to find a new source of reference and information for improving the quality of education. The teacher also learned how to teach in a more efficient and effective way in the classroom, ensuring that students understand the material and that the learning objectives are met.

c. For the Other Research

Other researchers may be inspired by this study to look into topics related to the adoption and development of teacher questioning strategies in the future in order to improve educational quality.

E. Scope and Limitation

This research is limited to one teacher's questioning strategies that can make the classroom interactive. The teacher who observe is the English teacher who teaches 11th or 5th grade (Level Grade designations in Pondok Pesantren Wali Songo Ngabar Ponorogo) and the students of 11th or 5th grade "G" and H high school of Pondok Pesantren Wali Songo Ngabar Ponorogo , academic year 2020/2021 by using descriptive qualitative research method.

F. Definition of Key Terms

To make understanding of this thesis title easier, the researcher would like to explain the definition of terms:

1. Questioning Strategies

Questioning strategies are methods for asking questions in order to achieve a goal in the teaching and learning process (Hao Yang, 2017).

Questioning strategies in this research are which is applied by the teacher in the teaching and learning process at senior high school of Pondok Pesantren Wali Songo Ngabar Ponorogo

2. Classroom Interaction

Classroom interaction (Desi Anisa 'Ulan, 2017) refers to interactions between teachers and students that take place in the classroom during the learning and teaching process.