

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about: a. background of the study, b. research questions, c. objectives of the study, d. scope and limitation, e. significances of the study, and f. definition of key terms.

A. Background of the Study

Education is important thing in our life. From education, we can get interesting knowledge or even we didn't know about it before. In formal education, there is a learning process carried out in schools in which there is interaction between teachers and students, and students with students. In formal education, these activities usually occur in schools where there are various kinds of lessons delivered. In the teaching and learning process, a teacher will prepare and carry out a strategy in delivering material. The teacher certainly also has a strategy in conveying material, which may be different from one teacher to another.

Teaching is a complex process; its' basic elements include: objectives, content, methodology, assessment (marking and reporting), the personality of the teacher and the quality of the learner (Ayua, 2017). The teaching and learning process can be said to be alive if there is an interaction between the teacher and students. Such as question and answer interaction between teacher and students. With the question and answer in

teaching and learning activities, it indicates that students observe what is conveyed and

explained by the teacher. From this process, the teacher can also understand the students' abilities in following the lessons that have been conveyed.

There are many ways that can be done in delivering the material, one of them is questioning strategy. (Sujariati, Rahman, & Mahmud, 2016), questioning strategy as one of the important tools to extend students learning which can help teachers develop their own strategies to enhance the students work and thinking.

The researcher wants to analyse the questioning strategies which used by the English teachers at SMAN 1 PACE. Researcher arranges a thesis with the title "An Analysis on English Teachers' Questioning Strategy at SMAN 1 PACE". This is intended to determine the type of strategy questioning carried out by the English teachers at SMAN 1 PACE. Similar research has also been carried out by previous researchers whose results also show that questioning strategies can create good interactions between teachers and students, and help teachers control the lessons.

B. Research Question

Based on the background of study above, research questions of this study were:

1. What are the questioning strategies used by English teachers at SMAN 1 PACE?

2. Why do the English teachers at SMAN 1 PACE prefer to use question-answer method in the teaching and learning process?

C. Objective of the Study

Based on the research questions, there were two objectives as follow:

1. To find out the questioning strategies which were used by the English teachers at SMAN 1 PACE.
2. To find out the English teachers' preference at SMAN 1 PACE to use questioning strategies.

D. Scope and Limitation

The researcher focuses on how the English teachers use questioning strategies to explain the material. The researcher analyses questioning strategies which used by English teachers at SMAN 1 PACE.

E. Significance of the Study

The results of this study are expected to contribute teaching and learning process also to educate teachers on their strategies for teaching in the classroom. In fact, there are two significances: practical and theoretical significances.

1. Theoretical significance

This research can be used as the reference for someone who wants to do research in teaching strategy especially teaching with questioning strategy.

2. Practical significance

1. For students, the findings help students focus on the learning process, reach their learning goals, and motivate them. This research

2. is also expected to help students in following the strategies used by teachers in learning so that they can be more active in the teaching and learning process.
3. For teachers, the findings help teachers to identify learning disabilities in students, evaluate materials that students can understand, and determine how well they understand the lesson. This research is also expected to be useful for the teachers who might use questioning strategy in teaching process.

F. Definition of Key Terms

In this study, the researcher has some key terms as follow:

1. Question

Questions can be said to be the result of someone's thinking in response to something. In the teaching and learning process, asking questions is a reciprocal process carried out by students and teachers in delivering a material. Learning will become more alive when there is a question-and-answer process and in addition, with questions especially from students, the teacher can find out the extent of students' understanding and criticality in understanding the material.

2. Strategy

Strategy is a certain way that someone does in achieving something. In learning, strategies are usually used by a teacher in delivering material to students. A strategy is carried out to provide a different way

and make it easier for teachers to deliver material and help students to be easier and more interested in participating in learning.

3. Questioning Strategy

Questioning strategy is the strategy which is used by teachers in explaining their material with asking and answer process between teachers and their students.

4. EFL Learners

EFL is English as a Foreign Language. It means that EFL is used by non-native speaker and non-English-speaking countries. So, EFL learners can be defined the learners that study English and they are not native speaker.