

# **CHAPTER I**

## **INTRODUCTION**

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

English as the one of language is very important in this world, because it becomes an international language as a tool of communication with the others people to share the human needs is very important, we know that without language people can not interact with other.

The interaction between teachers and students is one of the most important activity in the English classroom, whether helping students to acquire basic english skill or a better understanding to solve problems, or to engage in high order thinking such as evaluation, questions crucial for teachers questioning is a key skill that anyone can learn to use well. According to Brown, the terms learning and teaching cannot be defined separately. Both are interrelated with each other, learning is mastery or acquisition of knowladge about an object or a skill with learning, experince, or instruction. While the meaning of

teaching is implied in the definition of learning, which shows or helps someone learn how to do things, give instructions, guide in the study of something, prepare knowledge, make know understand.<sup>1</sup>

Teachers questioning is the skill frequently used, more powerful to create the talk move.<sup>2</sup> Questioning is usually found when language teacher apply communicative language teaching method. questioning influens students participation and comprehension as well, will be created in the classroom. Talk will be dominating during the teaching and learning process so the discussion is created between teacher and students.

For language students, responding to teacher questioning as a learning opportunity in which they are presumed to devote to thinking and producting comprehensible output, testing their hypotheses about how the language works and

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<sup>1</sup> Brown H. Douglas, “ Teaching by principles”, *loquen: English Studies Journal*, Vol.XI, No. 2, (January-june, 2018), 87.

<sup>2</sup> Boyd M. P, “Relations between teacher questioning and student talk in one elementary ELL classroom”, *forum: Journal of English education*, Vol. V, No. 2, ( june, 2007), 218.

modifying their output when getting negative feedback.<sup>3</sup> by responding to teacher questions students can know and also apply directly how the language really works.

In junior high school of SMPN 1 Carenang teachers questions do not always successfully stimulate all students to respond. This problem might be caused by many factors, One of the factors is that English remains an unfamiliar language for most students in Indonesia, particularly in rural areas, like the site of this present study. Not knowing the meanings of words will be a difficult thing, it makes them difficult to understand the lesson as well, hence asking unclear questions will make students more confused and silent. The teacher should find or use strategies to ask the students, however they must be careful about the techniques.

To solve the problem of the student at SMPN 1 CARENANG so as to improve their English ability, the teacher usually gives marks for students' participation to see the progress, However, this way often cannot increase the students' ability in

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<sup>3</sup> Tan Z, "Questioning in Chinese university EL classrooms", forum: *Journal of English education*, Vol. V, No. 2, (June, 2007), 218.

English classroom interaction because usually student are afraid of making mistake or lack of motivation because they do not know how far their progress in every meeting.

According to Toni A and Parse F, Teachers are dominating the class, controlling the topics, speaking turns of the conversations, they provide a lot of questions and help students respond on it as well. Teachers totally can control the class in which they find and use some questioning strategies that are appropriately applied on students. They actually have strategies to solve the students English problems in classroom interaction.<sup>4</sup>

There are some previous research as to teachers questioning strategies. A research had been done by Antoni, investigated the effect of teachers strategy on students responses, and Fitriati, conducted the function of teachers questions it was to enhance students verbal responses<sup>5</sup>.

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<sup>4</sup> Toni A and Parse F, "The status of teachers questions and students responses: The case of an EFL Class", *Academy Publisher*, Vol. V, No. 2, (june, 2013) 564-569.

<sup>5</sup> Fitriati S, *Teacher's Questioning strategies to elicit student's verbal responses in EFL Classes at A Secondary School*, (Australia: Queensland, 2015)

The studies reviewed above show that there are many teachers question studies have been conducted in various contexts, however studies of teachers question in field of English classroom have not much done yet. Therefore this research intends to fill the gap with the focus on the usage of teachers question in English classroom interaction. This study is needed to be done to give a contribution to the theory of teachers questioning strategy in terms of English classroom interaction.

Based on the statement above, this study tried to investigate **“teacher questioning strategies and students respons in English classroom interaction at SMPN 1 Carenang”**

## **B. Statement of Problem**

1. What are the teacher questioning strategies in teaching English at SMPN 1 Carenang?
2. How do students respons to teachers questions?
3. How do the teachers questioning strategies effect the students responses in English classroom interaction?

### **C. Objective of *The Study***

The main aims of this research is eager investigate :

- a. To know questioning strategies in teaching English at SMPN 1 Carenang.
- b. To find out the students respond to teachers questions.
- c. To investigate the teacher questioning strategies effect the students responses in English classroom interaction.

### **D. The Significant of *The Study***

The results of this research are expected to have positive contributions to the development of teaching and learning in classroom as mentioned as follows :

- a. It is expected to be useful and valuable informations for teachers related to the strategies and the effects of questioning strategies on English classroom interaction.
- b. It is expected to give valuable contributions especially for English teachers to engage learners attention in english classromm interaction.
- c. It is expected to be useful for the improvement of teachers questioning in english classroom interaction.

The results of this research also will be useful for students to learning English classroom interaction. The students can answer the teacher questions easily.

For the researcher, the result of this research will give new knowledge about the teachers questioning strategies and student responses in English classroom interaction.

### **E. The Organization of writing**

In order to make this research easy to follow, the writer organizes it as follows:

**Chapter 1 is introduction.** In this chapter the researcher puts some points: background of the study, statement of the problem, the aims of the study, the significance of the research, and writing organization.

**Chapter 2 is theoretical frameworks.** Cover the review of related literature discuss about definition about questioning strategy, Why questioning strategy is used, Designing Appropriate Questions, Question types, wait time, teachers questioning strategies as a Method in Language Teaching in English

Classroom, Steps for teachers questioning strategies, purpose of questioning strategies, English classroom interaction, definition of classroom interaction, types of classroom interaction, class organization.

**Chapter 3 is research methodology.** Discuss about research design, place and time of research, participants of the research, the instrument of the research, data collection, technique of analyzing data.

**Chapter 4 is finding and discussion.** This chapter is findings and discussion of the result of this research.

**Chapter 5 is conclusion and suggestion.** The inference of the research and the suggestion for the next researcher.