

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning is a very complex and involved process with various learning components. Building a class atmosphere by involving students is essential to learning. Because in essence, learning involves process interaction between the teacher, the student with the environment so that the expected to happen changes behavior to direction better.

According to Gilson, et.al. (2014: 101) “learning and development can occur within the interactions between teachers and students in the sociocultural context of classroom”. Without interaction between teachers and students, learning is will not effective. Interaction teacher and student can be intertwined through questions.

Learning which centered on students wrong only created through gift questions. Jacobsen, Eggen, & Kauchak (2009: 172), explain that withask can help create an environment of student-centered learning with given questions, expected happen interaction is educative in learning. Educational interaction can describe a two- way active relationship between teachers and participants educates which going on in goal bond education.

Interaction in classroom learning is a process and a way to reach objective study and teaching language. In the process of study language, interaction provides opportunities for students to develop abilities and for get experience in communication. Interaction is a strategy management class by the teacher. In

process learning, the occurrence of teacher-student interaction and students, describes exists chance for students to develop competence in the language (Musiran, 2000: 29). The form of interaction that occurs in class is an illustration management class which used a teacher. Stimulation which is delivered teacher with questions can awaken students to give responses. In process response, this happens process mentally in self-student to actualize their knowledge and language competence in the form of speech. Questions are an integral part of the use of language, especially the use of language that is interactional. So, the Teacher expected their own ability to develop interaction study teach with use questions.

In teaching in class, there is generally a question-and-answer process. Questioning is a very important role in teaching and learning activities. Socrates (Rahim, 2008: 110) views asking questions by teaching as integral activity. In other words, the teacher's teaching and learning process should often ask questions to their students, both individually, in small groups, or in large groups. Submission of questions by the teacher to for know level understanding student to something draft or mastery to material learning. So that can achieve objective learning.

However, in fact, in the process of learning, teachers often deal with students in passive situations and conditions. Darmayanti (2015:3) explains lack of strategic teaching from the teacher cause the condition learning becomes passive and boring. This is caused by the teacher who tends to position themselves more dominant in learning, whereas students tend to listen to that exposure be

delivered by the Teacher. So that student likened it to a sponge whatever the causative factors, these conditions must be repaired over time because if left alone the condition will impact the quality of learning achieved. passive student activity, easily corrected when the teacher tries to find the right solution in fixing it. The use of questions by the teacher can be wrong one alternative solution for repairing passivity which experienced students in learning. Frazee and Rudnifski (in Musiran, 2000) stated that the reason used question is for : (1) to increase the involvement of the student, (2) to know the level of knowledge owned, (3) to check to understand, and (4) push thinking student.

Davies (1981: 175) states that questions play a role important in the learning process, namely to: (1) review knowledge, skills, and attitudes acquired during the lesson, (2) strengthen and consolidate learning, (3) apply learning to solve the problem, and (4) assess the mastery obtained. Four reasons for the use of questioning teaching-learning interactions, namely: (1) to motivate students by exploring their interests and concerns, to encourage mental activity, (3) to involve students as partners in the process Study, (4) obtain back from the ability of students to know, understand, and apply what has been learned (Davies, 1981: 180).

In submitting a question on process learning, the teacher needs to use a strategy to ask. Strategy asks which is used in asking the question is aspect important for noticed. Questioning strategies help students become more active and communicative in their learning. When teachers ask questions to students there are some strategies they need to know such as probing question circles and

waiting time for probing questions (Wilén, 1987; Jacobsen, Eggen, & Kauchak, 2009-179-186). The use of deep questioning strategy learning can influence process thinking students as well as can increase participation in students in learning.

The author's reason for taking research on the use of questioning strategies with teachers in interaction classes is to direct students to be able to understand the learning material being taught in order to achieve learning objectives. And one way to maximize effective learning objectives requires a special strategy to stimulate students' memory. So in accordance with the explanations above, the author uses a questioning strategy in classroom interactions.

The use of the teacher's questioning strategy in classroom interaction has a different purpose than asking questions in general. The questioning strategy aims to encourage students to have the will, courage, and ability to provide answers to the questions posed by the teacher. The purpose of the teacher asking questions in general is to find out the level of students' understanding of a concept or mastery of learning material.

Based on the observations of researchers at SMPN 1 Kisaran as an object of research, especially in English class interaction, there were several problems encountered. When teachers give more detailed questions and emphasize teaching material as much as possible the learning environment becomes more rigid. As a result, learning is limited to one track and students are not given the opportunity to engage in more active learning, with the ability to develop thinking. Another problem occurs when students cannot answer questions due to the teacher's method of asking questions.

When the teacher asks questions, the teacher dominates while the student is in a helpless position. The students do not have the power to motivate the teachers themselves or the students to participate in improving the situation. This kind of learning process does not encourage students to develop thinking skills.

Another problem arises when teachers use questioning strategies. Teachers only allow one second to ask students to answer a question especially after asking a question (Sadkar et al. 2011; Willen 1987). This leaves students no time to think about answering the teachers questions. Apart from this teachers only ask questions to the most able students instead of asking questions to other students. This learning process prevents other students from thinking and answering the teachers questions. When students answer the teacher's questions incorrectly, the teacher generally moves on to another students. This was made students discouraged and psychologically feels left out from the interaction.

It goes without saying that questions play an important role in learning. Questions are a way to increase the effectiveness of teaching. As described by Hankin (Willen 1987: 154) questions encourage individual reflection leading to active engagement in learning. Therefore it is very important for the teacher to use questioning strategies in the learning process because it can provide multiple benefits. Using questioning strategies can help you learn more effectively both qualitatively and quantitatively. In terms of quality it can expand students understanding and improve the quality of answers provided. In terms of transparency active student participation can be enhanced by involving all students. Therefore the strategy of asking questions is one of the most important

things in learning. When used effectively it allows the teacher to facilitate clear learning objectives. However there are weaknesses or contradictions in the reality of learning activities that have ideal conditions based on theory. This gap raises different issues in the teachers questioning strategy. Even if it's a small part of learning, it makes a bigger impact. Teachers often ignore the strategies requested in the teaching and learning process. This will certainly be detrimental to teachers and students. This is in accordance with what Feldman stated (Lang And Evans, 2006: 247) "Many teachers feel unprepared for this important component of effective teaching. Education and program teachers sometimes ignore the questioning strategy. This is detrimental to teachers and students."

Based on the description above, it is very necessary to use questioning strategies in interacting with English lessons. This problem is the author's background for studying teachers' use of strategies in classroom interactions. Based on this, the title of this research is "Teacher Questioning Strategies in Classroom Interaction".

1.2 Problems of the Study

Problems of the study from this research are:

1. What types of questioning strategies were used by the English teacher in classroom interaction?
2. How were questioning strategies implemented by teacher in classroom interaction?

1.3 Objectives of the Study

This research about questioning strategies in classroom interaction. The objectives of this research are:

1. To analyze the types of questioning strategies used by the teacher in classroom interaction
2. To describe in the implementation of questioning strategies used by teacher in classroom interaction

1.4 Scope of the Study

This study focuses on how English language teachers used questioning strategies to engage students in the teaching-learning process in their classroom interactions for English subjects at SMP Negeri 1 Kisanan. The researchers purpose was to observe the questioning strategies used by teachers during classroom interactions.

1.5 Significance of the Study

1. For students

Research findings show that teachers can increase student interaction and make lessons more useful by utilizing questioning tactics. to encourage students to actively communicate with each other. When students learn English, researchers anticipate that they will all have more fun anticipate that they will all have more fun and become more interested to answer the teacher's questioning and they also would get clear information.

2. For teacher

This study is expected to provide information and reference for improving the quality of education. English teachers are directly involved in the teaching and learning process which enables teachers to anticipate these problems in teaching.

