

# CHAPTER I

## INTRODUCTION

This chapter discusses the research background. This chapter consist of five sub-chapters namely background of the study, problems of the study, objective of the study, scope of the study, and significances of the study.

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

Language is a tool of communication used by people around the world. People need language to communicate between countries so that people can understand each other, namely international languages. However, not all languages can be categorized as international languages. English is one of the worldwide languages that plays an essential part in the globe. People use English to communicate with people from different nations. English has a role in several areas, such as the development of science, art, and culture, technology, and even education. Therefore, many countries make English their foreign language, one of which is Indonesia. English has been taught at every level of education in the teaching and learning process in Indonesia as the first foreign language.

The teaching-learning process is the behavior of a teacher and students as the mutual relationship that occurs in an educational setting to achieve some goals. The main process of teaching-learning situations that are required in the classroom is interaction or feedback between the teacher and students. The teaching-learning process is said to be good if it can generate effective learning activities.

Interaction is one of the most important factors in the teaching and learning process. In the classroom, especially when learning English, the teacher needs to build some interaction with the student to ensure their understanding of the learning material being taught by the teacher. Interaction in class is an activity that allows teachers and students to discuss the learning material during the teaching and learning process. By this means, the more the teacher interacts with the students, the more comfortable the atmosphere will be for exchanging ideas, providing ideas and suggestions.

The importance of classroom interaction is essential for good learning. In terms of classroom interaction, the teacher plays a critical part in the learning process. The teacher's role in fostering classroom interaction begins with the preparation of everything needed for the learning process, such as materials, instructional media, and the teacher's ability to teach. The next role is to boost students' abilities in the early stages of the learning process as a warm-up so that they are fully engaged in the learning process. More specifically, in the classroom, the teacher should be able to ensure that the learning connection is two-way and productive. The class should be adaptable.

This is consistent with Creemers and Kyriakides (2008), who believe that classroom interaction is strongly influenced by the role of the teacher. The association appears to be that the more teachers employ teaching styles, the more the teacher knows how to engage students in classroom interaction. It indicates that the teacher is the essential figure who will encourage students to participate actively and meaningfully in classroom interactions. Furthermore, Khan in Putri (2014) cited that classroom interaction contributes to the students being active in

the learning process. It indicates that if the teacher provides students the opportunity to speak, they will be eager to engage in the learning process.

The teacher's ability to manage questions is one of the ways that can be used to create good classroom interaction. A questioning strategy is another term for the ability to manage questions. In classroom interaction, the teacher frequently employs the strategy of questioning. This statement is consistent with Lynch as cited by Pasaribu (2019), who stated that using questioning is one of the strategies that teachers usually employ to promote and create classroom interaction. Asking students question is very different from the normal interactions that take place in the classroom. The teacher can control the classroom interaction by asking the question. The teacher can also encourage students to express their thoughts on a topic that has been raised by the teacher. Teachers should design excellent questions that will pique students' interest in responding. A teacher must generate good classroom interaction when teaching a foreign language. This agrees with Yubin as cited by Muslim (2017) belief that questioning, currently one of the most effective teaching strategies in a classroom environment. The strategies have been used so much that they can almost satisfy international English learners of all ages and stages in any English learning environment. As a result, they have become an integral aspect of English teaching and learning.

According to Ma (2008) in his study on the talent of teacher questioning in English, raising questions successfully is a primary approach of the teacher who directs his students to think actively, promoting students' capacity of analysis and invention. It is also a vital avenue for the teacher and students to share ideas. Chan

et.,al as cited by Muslim (2017) stated that teacher questioning is an important and ubiquitous activity in the classroom. Teacher questions play a significant role in ESL/EFL classes and have become an increasingly important aspect of teacher-students interaction.

In SMPN 27 Medan, preliminary research was conducted in one day. According to early data, during classroom interaction, the teacher asked several questions.

- T : Assalamualaikum warahmatullahi wabarakatuh, good morning students!
- S : Wa'alaikumsalam warahmatullahi wabarakatuh, good morning mam.
- T : Are you ready to study, now?
- S : Ready!
- T : Open your book page 96 chapter 9. Sorry chapter 7 about descriptive text. Our title today about?
- S : Descriptive text!
- T : What do you know the definition of descriptive text? Who knows the definition of Descriptive Text? Please raise your hand. Yes, please. Your name is? Please!
- S 1 : My name is Carissa.
- T : Yes, please Carissa. What do you know about descriptive text?
- S 1 : About telling an object.
- T : Object. How does she/he tell about it??
- S 1 : ehmm.. inform ..
- T : Inform as? Specific or Special?
- S 1 : As specific.
- T : Ok. Good. Your name is?
- S 1 : Carissa Alia
- T : Carissa Alia. Ok I will give you score. The others? Come on! You please, yes!
- S 2 : Descriptive text is tells about the personality of an object.
- T : Personality, can it or not? Yes, it can, but more accurate to tell about the characters of 1 thing, 1 person or something else. For example, look this bottle. What is the color?
- S : Blue!
- T : yes, Blue. Ok for example I said. Please, get me a bottle. Where's mom? At the office, the color is gray. It has a rope; the lid is like a rope. Okay, Mam. Then you go to the teacher's office, and there are lots of bottles. Oh, it's gray. So you already know what the description looks like.
- S : Yes mam.
- T : Another example. For example you tell about a Pet. What are Pets? What is your favorite pet at home?
- S : Cat

T : Ya, Cat. Then, you describe it. I have a cat at home, my father bought it, some are white, some are black. He's active! Drinks milk, short tail. So, you can already imagine that the short tail you have in mind, oh, it means the cat is cute. So what is the structure to use the descriptive text? Use?

S : Present Tense

T : Yes, it must use the present tense. Got it?

S : Yes mam.

T : ok the first descriptive text has identification, what is it? In general he is. Then what? Start by describing what the cat was like? For example, I have a cat, that's in general. Continue to add the description, last night my father just bought a white and black kitten that is still small, its tail is short. That's descriptive text. Do you understand?

S : Yes

T : Good! Then what are the specifics? Namely participants. The object must be 1, not many. Focuses on 1 thing or 1 person. Chooses one of it. Got it?

S : Got it, Mam.

It can be seen from the conversation above that the teacher asked some questions about the topic, checked students' understanding, managed the classroom, and required students to participate in classroom interaction. Some of the reasons why the teacher asked questions were to test the students' comprehension and to get them involved in the classroom so that they could participate.

Teachers use questioning as one of their teaching strategies to help students understand or acquire the target language. However, teacher frequently ask questions without considering the types of questioning strategies that have been asked. This is evident from the interviews conducted during the preliminary research below:

R : Did you previously know about strategies for asking questions?

T : Yes, I did.

R : Can you name the strategies you're familiar with?

T : That's the strategy I mentioned earlier. I didn't directly ask the question to the point, but I gave the question to those looking for "oh here it is", not directly the meaning of this, like the present continuous tense, namely this, no. So I give it like this-I'm standing-like that, so they think "oh, that is Present Continuous."

- R : How about a more specific questioning strategy, such as the strategies proposed by Wu? There are five strategies proposed by Wu. Did you already know that?
- T : No, I didn't. What is that?
- R : Does that mean you don't know about these strategies yet?
- T : Yes, I don't know it yet.

The interview above shows that the teacher did not know about the questioning strategy, especially the strategy proposed by Wu. As a result, the teacher does not receive appropriate responses and the students do not comprehend the question well. Based on this, the teacher must master the types of questioning strategies during the teaching and learning process. Teacher-asked questions can be used to elicit responses from students and foster classroom interaction, allowing for effective learning.

For the reasons stated above, the researcher is interested in conducting more research on “Teachers’ Type of Questioning Strategies during Classroom Interaction at SMPN 27 Medan”. The present study aims to find out the type of questioning strategies used by the teacher in the classroom interaction and the reason of teachers use the type of questioning strategies.

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

Based on the explanation of the background above, researcher formulated the problems as follows:

1. What are the types of questioning strategies used by the teacher during the classroom interaction?
2. Why do the teachers use the type of questioning strategies?

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

Based on the research problems above, the followings are the purposes of the research.

1. To analyze the type of questioning strategies used by the teachers in the classroom interaction.
2. To elaborate the reason of teachers use the type of questioning strategies the way they do.

#### **D. The Scope of the Study**

Based on the background and the research problems above, the present study focused only on the type of teachers' questioning strategies during classroom interaction based on Wu's (1989) taxonomy of questioning strategies and the reason of teachers used the type of questioning strategies based on Richard and Lockhart (1996). This study was conducted in class VII/1 and IX/1 at SMP Negeri 27 Medan. The data were the utterance of questioning delivered by teachers in opening activities, main activities and closing activities.

#### **E. The Significances of the Study**

Theoretically

1. It is beneficial for teachers to gain a better understanding of the types of questioning strategies used by teachers in the teaching and learning process.
2. The findings of this study can also be used as references for other study.

Practically

1. It is beneficial for teachers to provide information about different types of questioning strategies that can be used by teachers to increase or develop classroom interaction during the teaching-learning process.
2. The explanation of this research can be used as a reference for those who want to conduct the further research.