

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

A successful teaching and learning process includes the students as well as the teachers. The most essential activity in the classroom interaction is interaction between teachers and students. Permendikbud No. 103 Tahun 2014 ayat 1 states that: (1) Learning is carried out based on activities with the characteristics of:

- a) Engaging and motivating
- b) enjoyable, challenging, and conducive to active participation
- c) contextual and cooperative
- d) conducive to learners' initiative, creativity, and independence; and
- e) in keeping with their interests, skills, physical development, and psychological makeup.

In teaching and learning process, especially in English subject at Junior High School level, there are still many cases of the students who are passive or unable to understand the English material given by the teacher. To achieve the objectives of learning English, teachers need to be critical in using strategies, for example using a questioning strategy.

Based on Permendikbud No. 103 Tahun 2014 ayat 2 dan 4:

(2) Learning using approaches, strategies, models, and methods that refers the characteristics referred to in paragraph (1) (4) The learning strategy as referred to in paragraph (2) is systematic and systemic measures that educators use to create a learning environment that makes it possible learning process and achievement of specified competences.

A question is a technique the instructor may use to encourage students to think critically (Kipper T, 2010). The most crucial element of teaching and learning, particularly when it comes to reading ability, is questioning. Teachers who are skilled at questioning may inspire their pupils to pose questions and offer answers. Richard and Lockhart (1996) states that One of the most widely-used strategies in teaching is the use of questions. and by giving question teacher can take control in classroom interaction. The purpose of questioning techniques is to offer students additional time and opportunities to reflect on and comprehend the questions that are being asked of them. As a result, classroom engagement will involve interactive discussion between professors and students.. Esther Fusco (2012) explain that Teachers that successfully employ the question method can attest to the fact that when students feel free to utilize their critical thinking abilities and may question, explore, and dispute about the various facets of the subject at hand, they become more intrigued and actively engaged in their learning.

The goal of giving question is to check the students understanding about what the students have learned, to improve student's involvement and to enhance student's creative thinking skill in classroom interaction. By applying questioning strategy, the teachers know what they are going to ask the students at a classroom learning activity. Based on the researcher experience when doing a teaching practice in SMP Imelda Medan, most of the student did not respond when the teacher gave the material in reading skill. After the students read some material in the textbook, then the teacher ask what the problem points were in the text but

most of the students did not respond and just looked at each other. Only 1 or 2 students understand about the material. Therefore, the teacher always uses a questioning strategy to ensure whether the material is understood by the students. The researcher wants to describe how the teacher applies the questioning strategy and the reasons for choosing this strategy in classroom interaction.

Based on the researcher preliminary observation from 18<sup>th</sup> October-25<sup>th</sup> November 2021 by interview the English teacher, because Junior High School students are still in the early stages of learning English, they tend to not respond when the teacher provides learning materials. There is a fear because English is considered a difficult subject to learn. Therefore, the teacher always asks to make sure at least the students understand what the teacher is saying.

Here are some example of dialogue that the teacher used in the classroom and how the student response:

(T) : Teacher

(S) : Student

(T) : Putra, please read our English Textbook page 75.

(S) : Yes Miss. (Putra read the textbook)

(T) : (After Putra finished read the material) so students can u tell me what is the tittle of the text that has been read by Putra?

(S) : Students did not respond the teacher. (Shaking their heads and looking at eachother)

(T) : Judul cerita atau text yang baru saja dibaca oleh teman kita, ada yang tahujudulnya?

(S) : Timun Mas miss (The student check their textbook once again)

(T) : Tidak perlu merasa malu atau takut untuk menjawab pertanyaan miss ya.

(S) : Baik miss.

(T) : Now let's continue our material .... (Teacher give exercise for the students)

(S) : Yes miss (Students open their exercise book and continue the learning process)

After those explanations, the researcher is interested to conduct study about Teacher Questioning Strategy, describing the purposes of the teachers questions are appear in classroom interaction process and how the students response to the questions given by the teacher. The researcher decided to conduct the study to two English teachers at SMP Imelda Medan for VIII Grade.

## 1.2 The Problem of the Study

Based on the explanation on background of the study above, the research problems are formulated as follows:

1. How do the teachers apply questioning strategies in classroom interactions at SMP Imelda Medan?
2. What are the teacher's reason in the use of questioning strategies in classroom interaction at SMP Imelda Medan?
3. How do the students response to the teacher questions?

### 1.3 The Objectives of the Study

In answering of the research problems of the study, the objectives of the study are reformulated as following:

1. To find out about the questioning strategy that the teachers applied to learn English in classroom interaction at SMP Imelda Medan.
2. To find out the teachers reason's for using questioning strategy in English classroom interaction at SMP Imelda Medan.
3. To find out how the students response to teacher questioning strategy.

### 1.4 The Scope of the Study

This study is limited to analyze how English teachers use questioning strategy in classroom interaction when the teacher give reading material about Past Tense. It focuses on purpose and benefit in asking questions and students responses. This study will be conducted at SMP Imelda Medan at Grade VIII.

### 1.5 The Significance of the Study

After conducting this research, the researcher expects that this study have some benefits, the research are hopefully aimed for:

#### 1. Theoretical Significances

As theoretical significance, the researcher expects this study will improve and provide a better knowledge on the analysis of the teachers questioning strategy in English teaching learning process/classroom interaction. The result is also expected to be a hint and reference material for the future researcher that are relevant to the teacher questioning strategies.

## 2. Practical Significances

### a. For Students

The result of this research was expected that the students could be more active and feel free to learn about English especially in reading skill through teacher questioning strategy, also they could be more interesting to answer the question and hopefully get the clear information about the material.

### b. For Teachers

The result expected to provide information and reference in order to improve teacher questioning skill, so the teacher can build a fun and acceptable English learning environment for the students.

### c. For other Researchers

The result may also inspire the other researcher or reader who want to analyze or read about the teachers questioning strategy and students responses during English teaching learning process/classroom interaction