

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Interaction between teacher and students is one of the factors that determines the success of the language learning process. Good teaching and learning are indications of successful interaction in the classroom. Interaction is a process of exchanging information between one individual with another (Kalantari, 2017, p. 426). Besides being an important factor in the success of the teaching and learning process, interaction in the classroom is also necessary to provide opportunities for teachers and students to talk to each other in English. The teacher can actively involve students in the course and push their thinking by using interaction to facilitate communication in genuine interactive circumstances (Lestari et al. 2002, p. 2). According to Dagarin (2004, p. 28), classroom interaction is a two-way process between the teacher and the students or the student against students that has an effect on the learning process. Interaction is a fundamental component of learning that inspires students to become more confident and improve their communication skills. Having good interaction in the classroom will help teachers and students to make a collaborative exchange of thoughts, feelings, or ideas that produce reciprocal effects with each other (Wasi'ah, 2016, p. 12). The role of the classroom itself has a significant impact on the interaction between teacher and students.

Teachers must also know their students' ability to comprehend the materials taught during teaching and learning interactions in the classroom. In order to handle the learning process, teachers can use strategies and stimuli to their students, such as asking questions, inviting them to respond to the teacher, and giving directions because the interaction process occurs in two directions. First, the teacher asks questions to the students. Second, students answer questions that show their understanding of the material presented by the teacher. Questioning strategy is a method used to ask something to students to get a goal in teaching. According to Gattis (2002, p. 41), a question is one of the most important tools in guiding and extending students' learning. This can assist teachers in creating their own methods to improve students' writing and thinking. To encourage students to remember information, teachers should use questions frequently that has been explained in previous lessons to improve students' understanding and build critical thinking skills during the teaching and learning process. That is why questions are said to be important to use in teaching and learning activities. Indeed, the types of questions vary, but the proper function of questions is to encourage learning and motivate students to learn more, not to test them by asking questions when they are not ready. Bad questions can destroy learning, leaving students feeling intimidated and confused, and reducing their creative thinking. Questions to students should be applied in the questioning strategy. By implementing questioning strategies, teachers know what to ask students during teaching-learning activities in the classroom. In the teaching-learning process, teachers need to know the ability of students and the extent to which students understand

the material that has been taught, teachers must also know the results obtained by students before and after teaching by asking questions. In addition, the questioning strategy used by the teacher must be interesting questions so that students want to answer and are motivated to learn English. To ensure that the questions asked can attract students' attention, the questions asked should be open-ended, with more than one possible answer. Such questions will stimulate thinking and spark discussion or debate, leading students to learn new information. Student responses are used as the data analysis to know the quality of the learning process. When the students understand the language, it means that the learning process is successful. The teacher may provide feedback on the student responses to improve the teaching performance.

Based on my observation in PLP 2 on SMA N 6 Medan, I found that students are still ignoring the teacher questions and were not actively involved in the class. When the teacher starts asking questions, some students avoided making eye contact with the teacher in order not to be asked questions.

In this research, the researcher looks at the questioning strategies that the teacher uses. The researcher believes that by analyzing the teachers questioning strategies and the student's responses, she can determine the quality of the learning process. The questioning strategies are expected to provide feedback for the students so that they are willing to ask questions.

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

Based on the background of the study above, the researcher formulates the research questions as follows:

1. What types of teacher questioning strategies are used in English classroom interaction?
2. How do the students respond to the teacher questioning strategies?

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

The objectives of the study research are as follows:

1. To find out the kinds of questioning strategies used by the teacher in teaching English.
2. To find out the way the students respond to the teacher questions.

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

This research particularly focused on the questioning strategies used by the teacher and the students' responses in the interaction of the 10<sup>th</sup> grade students of SMAN 6 Medan.

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

The findings are expected to have both theoretical and practical implications:

1. Theoretically

This study is expected to provide a comprehensive description of the questioning strategies in the classroom to stimulate student responses.

It was also helpful for English teachers to understand the learning process as they get more information.

## 2. Practically

The findings are expected to be useful:

### a. For the Teachers

They can learn more about teaching performance which leads to their questioning strategies and successful interaction.

### b. For the Researchers

They can develop more interesting learning materials which can provide feedback and open an opportunity to conduct other research.

