

CHAPTER I

INTRODUCTION

A. Background of Study

According to Harmer (2007, p. 23), One of the reasons that is difficult to describe the general of good teachers are that some of the teachers are successful in different ways. For example, some teachers are more introvert or extrovert than others, and every teacher have different strengths or weaknesses. Other things will be influenced by how students sees individual teachers and not all students have the same opinion. In a teaching and learning activity, there is a process between teacher and students and also the other one, between students to the teacher which is called asking or giving questions. Chaudron (1988) defines teacher's question as the basic tool for teacher to achieve instructional goals as well as to focus on learners' attention, to boost learner language production and to assess learners' mastery upon the lesson.

Questioning to the students must involved in questioning strategies. Questioning strategies are the method which is used to ask the students in order to gain the knowledge in teaching. Guest (1985, p.2.), as cited from Astrid A, et al (2019) stated that questioning strategy is one of the significant thing to conduct the students learning which are able to help the teacher to initiate their own strategies in order to elevate the students work and thinking. In process of teaching and learning, the teachers need

to know each students' capability and how far the students can understand the material that had been taught. In addition, the teachers have to know the output of the students before or after teaching by giving questions. Therefore, there must be an interaction between the teacher and the students and after that, followed by feedback from the students.

Sometimes there are teachers that only teaches without questioning. It can be caused by some factors; like they are in a hurry, they do not understand the material, they do not care about the students, or it can be they are lazy to ask. All the factors can make negative effects and also can affect the students' achievement and the quality of the process of teaching. As a result in order to avoid the negative effects, the teacher should apply the questioning in the class, the teachers must become actively and familiar with the whole range of question forms in teaching English. Furthermore, one thing that the teacher should pay the attention and not to ignore the role of teachers' questions and strategy in process of teaching English because questioning strategies are very important in order to make the improvement of students' process of learning English which is still quite unfamiliar with them. Based on the statement above, teachers should be aware of questioning strategies, types and how they can be applied on different purposes to make the interaction between teacher and students going well. It may be depended on how teacher's questions are provided. Teacher's questions play an important role for the students to

learn the target language. In addition, the success of TEFL in the classroom refers to the application of questioning strategies by the teachers.

Gattis (2002, p. 41.) as cited by Sujariati, *et al.* (2016) states that a question is one of the most important tools in guiding and extending students' learning. It can help the teachers to develop their own strategy to enhance the students work and thinking. Thus, it will be effective when it allows students to become fully involved in the process of learning. In this term, teachers significantly think about the types of questions for the students. In the same way, the teachers need to clear the goals of questions to their students. Moreover, through this process, lesson plan will help the teachers to plan the good questions alongside with effective answers' session.

Recent research on questioning in teaching EFL based on teacher's questioning strategies in classroom interaction by Chauldron (1988) shows that "the tendency for teachers to ask many questions has been observed in many investigations." It can be assumed that the students are shows interest towards the process of learning through questioning strategies which are used by the teachers.

Sujariati, *et al.* (2016) did a research about English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu and the result showed that the teachers used questioning strategy by applying some question types and performing that in each of teaching activity. This

research findings also showed the positive effect of the using the questioning strategy which was applied by the teachers in EFL classroom.

Lestari (2018) also did a research about Teacher's Questioning Strategies and Their Responses in Classroom Interaction and she reveals that the teacher used all types of questions according to Blosser and Cunningham's model in the teaching and learning process in two different classes..

Based on their explanation, there are some similarity between them, such as the teacher use some types of questions and the students are able to respond the questions.

In this study, the researcher chose UPB UIN Antasari Banjarmasin as the place to conducted the research and the researcher chose Beginner classes according to their guidebook and also based on early observation.

B. Research Questions

Based on the background of the study above, the researcher interested in the teachers' questioning strategies in EFL classroom interaction and the researcher want to know how teacher asked the question. The research questions of this study are as follows:

1. What kinds of teachers' questioning strategies are mostly used by the teachers during the classroom ?
2. How the teacher asked the questions and use their questioning strategy in classroom interaction ?

C. Objectives of Study

According to the questions mentioned above, the objectives of this study are as follows:

1. To know which types of questions that commonly used by the teachers while teaches English in the classroom.
2. To know the way the teacher use questions strategies while teaching English during the classroom.

D. Significance of the Study

This study will be advantageous for the teachers and further researchers.

a. For the teachers:

1. To give information for the teacher that questioning has various functions and it can help students to create their level of thinking.
2. To give deeper information that the teacher need to prepare a lesson well, and also materials and the questions related with the objectives of the lesson because it can engage the students in active interactions during classroom.

b. For the researchers:

1. Hopefully this research can be a reference to other researchers who wants to analyze about teachers' questioning strategies.

E. Definition of Key Terms

- a. **Teacher's Questions:** Questions asked by the teacher during the teaching and learning process as one of the best ways to encourage the students to be involved in the process. It is also a way to initiate interaction between teacher and students in order to give opportunities to the students to produce language as well as giving the opportunities to find out their own self discovery (Brown, 2001, pp. 169-171).
- b. **Questioning Strategies:** refer to the strategies employed by the teacher in giving questions to the students in order to elicit information needed and also to gain the students' responses during teaching and learning process in classroom interaction. It also refers to the teacher's strategies to elicit verbal responses from the students which are manifested in modification of question (Wu, 1993).
- c. **Classroom Interaction:** Classroom interaction can be defined as the whole interactions occurring inside the classroom between teacher and students or among the students themselves. Flanders and Amidon (1963) includes teacher talk and students talk as two important parts in the classroom interaction.