

CHAPTER I

INTRODUCTION

A. Background of Study

In the teaching and learning English process, the teacher must have a strategy so that students can learn effectively and efficiently to reach the expected goals. In the learning system, the teaching strategy is an integral part that cannot be separated, the components of teaching are intertwined as a system that is interconnected and influences each other.

The right strategy to create an English learning process. The accuracy of the use of teaching methods or strategies is very dependent on the objectives, contents of the teaching and learning process and teaching and learning activities. Thus, teachers are required to be professional in choosing strategies and organizing in the teaching and learning process.

According Allen (2010, p. 10) in fact, the students are still confused, in understanding the teacher's explanation in English. Consequently, the students do not keep attention to the lesson because they feel English is difficult to be understood.

Thus, teachers have to improve teaching strategy to help the students to understand the materials easily and attract students to pay attention for teachers' explanation and teachers have applied strategy to make students enjoy and active in teaching learning process . Teaching and learning activities ,especially the learning English process, requires a strategy or

method relevant to the material it present. The use strategies in the education ,is expected to be aligned with the Al-Qur'an surah An-Nahl verse 125:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ- ١٢٥

The meaning of the verse,implies that teaching requires a good way ,in the sense of the teaching should look at the situation and environmental conditions education. To generate motivation that will encourage students to be able to do something in achieving its learning goals, it is increase learning activities of students.

Using questions to teach is one of the strategies that has been applied in teaching and learning process by giving some questions to the students, the teacher so know the extent of student understanding of learning. And students who are less understanding with the material being taught, can ask with his teacher. By asking someone can get the necessary information. Allah stated in the Al Qur'an surah An -Nahl verse 43 :

وَمَا أَرْسَلْنَا مِنْ قَبْلِكَ إِلَّا رِجَالًا نُوحِي إِلَيْهِمْ فَاسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ - ٤٣

In the Surah An-Nahl verse 43, it is said that "so ask the followers of the Reminder if you do not know". When linked to research, this verse recommends that we be instructed to ask if we do not know something. But researchers here focus on how the teacher asks students to motivate students in learning and to know the extent of students' understanding of the lesson. Through these activities,

it is expected that teachers and students can interact well and can exchange ideas or share knowledge.

According to Gattis (2002, p. 41) a question is one of the most important tools in guiding and extending students' learning. It can help the teachers develop their own strategies to improve the students' work and thinking. Teachers often use questions to stimulate the recall of prior knowledge, to promote comprehension, and to build critical thinking skills during teaching and learning process. That is why questions have become a popular way in teaching and learning activities. Indeed, questions are varied, but the right questions are to promote learning and to motivate students to learn more not to test them by asking the question when they are not ready. Poor questions can demolish learning, can create confusion, can intimidate students, and can reduce their creative thinking. That is why teachers need the strategy to create an effective question to motivate their students in a learning process.

In teaching and learning process, there are some strategies that can be applied by the teachers in improving students' motivation in learning English. One of the strategies is a questioning strategy. Questioning strategy is the question that is asked by the teachers to motivate the students in a learning activity. Harvey (2000, p. 37) has argued that "questioning strategy is most effective when it allows students to become fully involved in the learning process". It means that the students would be motivated in a learning when teachers use a questioning strategy in learning activity.

This strategy has become an important strategy to help teachers to motivate their students during teaching and learning activities. By applying questioning strategy, the teachers know what they are going to ask to their students at a classroom learning activity. Moreover, the questions strategy the teachers apply must be interesting questions in order that students want to respond and to make them motivated in learning English. In order to be sure that questions would grab students' attention, the questions should be open-ended, with more than one possible answer. Such the questions would stimulate thought and lead to discussion or debate, which in turn would lead students into learning new information.

Asking a good questions in teaching and learning activity would motivate students to study hard if it is a good question given at an appropriate time. In this case, the students would prepare themselves and would follow teaching and learning process. But, in a reality, most questions asked in the classroom are not based on the real needs or interests of either teachers or students. Sometimes between teachers and students got nothing after asking and giving questions process.

In this research, the researcher tries to observe Mts Nurul Falah Juai. The students of Mts Nurul Falah Juai do not have experience in learning English when they in elementary school. So that it will influence on how the students learning English. Then the teacher makes some efforts and some strategies in motivating students through various way.

Based on the pre-observations on 12 July 2018, it was known that the students at Mts Nurul Falah Juai during their English lesson are less attention and occasionally talked at the time the teacher explained the lesson. When teacher suddenly gave some questions to students, some students could not answer the questions, because they did not pay attention to the teacher's explanation in front of the class. So that the researcher would like to observe the problem of teacher's questioning strategies to improve students motivation in learning English.

There are some previous studies that have similar with the thesis, for example the thesis written by Umrati (2014) entitled *Effect of the Application of Questioning Strategies in Improving the Reading Ability of Students MTs Darussalam Sidodadi*. The similarity is she and researcher chooses questioning strategies as the object of research and sure what the researcher want to know about questioning strategies which is used by the teacher in the classroom. But, the difference is she wants to observe questioning strategies in improving reading ability, but the researcher research is focus on questioning strategies to improving students' motivation in learning English.

Besides, there is a thesis entitled *Teacher Strategies Motivating Students to Speak English Actively in Language Dormitory of Al-Falah Islamic Boarding School For Girls* written by Khairunnisa(2014). The similarity is she and researcher chooses teacher strategies to motivating students as the object of research and sure what the researcher want to know about teachers questioning strategies to improve students motivating in learning English which is used by the teacher in the classroom. But, the difference is she wants to observe teacher

strategies to motivating students to speak English, but the researcher research is focus on teachers strategies to improving students' motivation in learning English.

Based on the rational ,the researcher interested to observe and conduct a research in the script from the title **“Teacher’s Questioning Strategies in English Language Clasroom at Eight Graders of MTs Nurul Falah Juai .”**

B. Statement of Problem

Based on the background of study above , the problem of the statement of this research can be formulated as follows :

What are the teachers’ questioning strategies in English language classroom at eight graders of MTs Nurul Falah Juai?

C. Objective of Study

The purposes of the study are through this research :

To find out the teachers’ questioning strategies in English language classroom learning activity at eight graders of MTs Nurul Falah Juai .

D. Significance of the Research

The result of this research is expected to have advantages such as :

1. As the information for teacher about how the teachers’ questioning strategies in teaching English at Eight graders of MTs Nurul Falah Juai.
2. This research can be used as a source of information to increase the teacher questioning strategy in teaching learning process and also can

give knowledge of how to make teacher questioning more interesting students to study well.

3. As the information material for those who conduct research in the same issue with different viewpoint.
4. Enrich State Islamic University of Banjarmasin Library's literature.
5. Enrich Faculty of Tarbiyah and Teachers Training library's literature.

E. Definition of Key Terms

The key terms, which are necessary to clarify briefly in order to avoid misunderstanding about the researcher's title, can be mentioned as follow :

1. Questioning Strategy

Questioning strategies are the ways which are used to ask something to the students in acquiring a purpose in teaching and learning process. Questioning strategy in this study is the one which is applied by teacher in teaching and learning process at eight graders Mts Nurul Falah Juai to improve students' motivation in learning English.

2. English Language

The English language is the primary language of several countries (including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United States) and a second language in a number of multilingual countries (including India, Singapore, and the Philippines).

