

CHAPTER I

INTRODUCTION

1.1 Background of the Research

In formal education, most of the learning activities take place in a classroom. It is an important context where both students and teachers have opportunity to share the information of knowledge or idea they have. Wade, (1994, as cited in Moh. Yusof, 2012) stated that classroom is a place where between teachers and students can obtain the benefit such as the enjoyment of sharing ideas with others and learn more if they are active to contribute and interact. It means that interaction between teacher and students or student and student are needed in the classroom activities. On the other word, it can be said that when interaction happens between teacher and students it will disappear the gap between teacher and student or student with students and also in teaching and learning process will be balanced between teachers and students, not only teachers who will be active in the classroom but also students' interaction.

However, some cases show that the common problem faced by English teachers is to deal with a passive class, where students are unresponsive and avoid interaction with the teacher. It is especially true when a teacher seeks interaction with the students such as asking question to the whole class, there are a few students are reluctant to made response. The students who want to respond if they understand the questions, know the answer, and are able to produce the answers, the rest of class members sit looking straight ahead using less facial expressions, gestures and verbal utterances. By looking at that case, there is no good

interaction between teachers and students during teaching and learning process in the classroom.

In order to have a good interaction, the teacher as the facilitator in the classroom should be aware and pose questions when English classroom activity happen. In line with this, Yang, (2006 as cited as Cakmak, 2009) stated the teachers' questions can be considered as the most powerful device to lead, extend and control communication in the classroom. Wilen, (1991, as cited in Patricia, 2010) stated questions is play a central role in the process of teaching and learning because students' learning, thinking, participation and their level of engagement depend on the kind of questions teachers formulate and use in the classroom. To support this view, Gattis (2002:41, as cited in Sutriaji, 2016), a question is one of the most important tools in guiding and extending students' learning. From that explanantion it means that questioning is essential part of teaching and learning process.

Beside, giving questions is not enough to lead the students to interact during teaching and learning process in the classroom. In this situation, teachers should find or use strategies to ask the students. However, the teacher must be careful about the strategies used in posing questions. Ornstein, (1987, p.74, as cited in Fitriati, 2017) asserted that teachers should know how well and effective their questioning strategies. This statement means that how teachers pose or deliver the questions will impact for the students in interacting each others. In addition, strategies in questioning are used to give guidance for the teachers in giving questions to the students.

From that statement above, the researcher is interested in conducting the research about identifying questioning strategies used by English teacher during classroom interaction at senior high school 1 Muaro Jambi.

1.2 Research Questions

The research aims to answer the questions below:

1. What types of questions are used by English teachers during classroom interaction at senior high school 1 Muaro Jambi?
2. How do the teachers pose questions during classroom interaction at senior high school 1 Muaro Jambi?

1.3 The Purpose of the Research

The purposes of this research are to identify types of teachers' questions and to explain how the teachers pose questions during classroom interaction at senior high school 1 Muaro Jambi.

1.4 Limitation of the Research

This research focuses on the types of teachers' questions and teachers' questioning strategies used by English teachers in the classroom at senior high school 1 Muaro Jambi. The researcher uses theoretical framework of Bloom's taxonomy six levels of questions (1979) and theory of questioning strategies (Stephanie, et.al., 1990).

1.5 Significance of the Research

This research tried to investigate the types of questions and how teacher pose the question during classroom interaction. The results of the research is expected to be useful for all readers and intended to be useful as the reference or guidance for the teacher during classroom interaction.

Practically, it can be additional information and deep understanding to the teachers and pre-service teachers about varied level of questioning skills in language teaching and could give a possible solution for English teachers to apply questioning strategies that can be used in teaching English during classroom interaction.

1.6 Key Terms

- 1) Interaction: Interaction is communication among teacher and students which run continuously as responsive acts. (Ellis, 1991).
- 2) Classroom Interaction: Classroom interaction is two way process between the participans in the language process, the teacher influences the learners and vice versa. (Dagarin, 2004).
- 3) Question: Question is
- 4) Questioning Strategies: questioning strategies is a kind of teaching strategy of teaching behavior way though teachers and students' interaction, checking learning, promoting thought, consolidating knowledge, using knowledge and achieving teaching goals.