

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of The Study

One of the most significant activities in the classroom is the contact between the professors and the students. Sujariati (2016) cites Gattis (2002) as saying that a question is one of the most crucial tools in guiding and extending students' learning, whether helping learning to acquire fundamental knowledge, a better comprehension of how to solve problems, or to engage in high-order thinking like evaluation. For educators, asking good questions is a crucial skill that anyone can master. Similar to this, it is possible to discover strategies for encouraging teachers to improve their own capacity for posing and developing inquiries. One crucial teaching ability that educators must learn is how to ask the proper questions and raise them.

According to Kethleen (2010), there are distinctions between a question and a questioning strategy. A question is defined as any statement with an interrogative form or function. A questioning strategy is the act of asking questions. In the majority of classes, asking questions continues to be a typical technique for getting replies from students during whole-class instruction. As a result, one of the most used educational techniques in the classroom is questioning. In the teaching and learning process in the classroom, questions are the most typical form of teacher and student interaction.

Shen and Yodkhumlue (2011) contend that the teacher's questioning is essential to the teaching and learning process. Additionally, question and answer sessions are thought to be the most typical form of classroom communication, according to Meng et.al. (2012) it is more about the interactions between the instructor and students in the classroom where the teacher constructs learning with students and builds on what learners already know than it is about the transmission of facts or managing courses.

Meng cited by Tsui (1991), asserted that teachers ask questions before, during, and after instruction in order to get responses from the students. He

defined teacher's questions as all types and structures of utterances classified as questions, either syntactically or functionally. From the aforementioned definitions, it can be inferred that questioning is not the sole method of class management or control, but it may also be the most effective means of communication between the students and the teacher. It is a specialized method of determining how many students comprehend the materials provided.

For foreign language learners, the classroom is regarded as the most crucial setting for instruction and practice of their chosen language. Additionally, the design of the classroom is intended to foster an environment where students can develop their proficiency in learning English for actual communication. With their students, teachers should develop written or spoken communication. Communication might improve with classroom interaction. While David (2013) asserts that a teaching strategy is a plan, method, or set of activities intended to accomplish a specific educational objective in Majid's book. There is still a general perception that classroom management is essentially about discipline, despite Allen (2010) defining it as complex collection of abilities that go far beyond the ability to influence and control students' behaviour.

In educational settings, teaching and learning are essential components that are reciprocal, complicated processes with an impact on one another. As they foster a learning environment in the classroom, teachers and students in this setting gain from one another's knowledge. A professional conversation group might contest the notion that teaching leads to learning.

Teachers can use a few techniques to increase their students' motivation for learning English during the teaching and learning process. A questioning strategy is one of the tactics. The question that teachers ask in order to engage their pupils in a learning activity is known as a questioning approach. According to Harvey (2000), a questioning method is most effective when it enables students to participate completely in the teaching and learning process. When teachers employ the questioning method in a learning activity, it signifies that the pupils will be driven to learn.

This approach has grown in importance as a tool for teachers to inspire their students during instructional activities. Teachers can plan out the questions they will ask their students during a learning activity in the classroom by using the questioning method. Additionally, the teachers' questioning techniques must be engaging for the pupils in order to get them interested in learning English and want to respond. The questions should have more than one possible solution and be open-ended to ensure that they will capture the students' interest. Such queries would encourage discussion and debate, which in turn would encourage discussion and debate, which in turn would encourage students to pick up new knowledge.

To teach someone is to demonstrate something for them to be able to carry it out on their own. Ultimately, this study demonstrates that the professors may have been successful in enticing their pupils to participate and actively engage in the class conversation. They questioned people using a variety of techniques. In order to get more responses from the students and encourage critical thinking, it is advised that teachers hone their questioning techniques, particularly when asking probing questions (Davoudi and Sadeghi, 2015).

A teaching strategy is a through technique used inside a teaching system to achieve the instructional goals that are defined from the perspective of a particular learning theory or from general advice (Harld, 2013). Teachers ask questions to gauge their pupils' comprehension and to encourage conversation. Additionally, this is one of the best methods to build your arsenal of questioning techniques. The purpose of questioning strategies is to give students more time to reflect on and understand what the teacher is asking while also providing them the chance to answer the questions. As a result, the teachers and pupils will interact with one another.

Since the instructor's questions, particularly when using a questioning strategy, have a significant impact on the students' responses, the teacher should take these factors into consideration while posing questions. This is crucial to take into account because a good questioning strategy used in

classroom can boost students' motivation to study the English language and improve their curiosity and enthusiasm.

The investigation of teachers' questioning strategy during classroom interactions is the researcher's choice. Because one of the most frequent causes of class or student silence, as demonstrated by the researcher's experience, when teachers create an uncomfortable and unwelcoming learning atmosphere with their pupils in the classroom. Another finding from the researcher's observations showed that numerous teaching tactics are used by teachers who are bored when instructing in a classroom.

Because MAS Proyek Univa Medan is a favorite school in the district of Medan, the researcher chose it as the site for this study. According to what has been observed in this school, a good question asked during a teaching or learning activity would encourage pupils to work hard in their studies. In this situation, the pupils will get ready and adhere to the teaching and learning process. The majority of questions answered in class, however, are not actually focused on the needs or interests of either the teacher or the pupils. After asking and answering questions, teachers and students occasionally don't receive any results.

Based on the researcher previous experience, the researcher tries to investigate teacher's questioning strategy in students classroom interaction and analyzed teacher's questioning strategy that affected the student's responses. According to a preliminary study, most teaching methods made pupils bored and uneasy in the classroom, which prevented them from interacting with one another. The study of teachers' questioning techniques in classroom interaction is of interest to the researcher. To benefit from the questions that are presented for interactive learning for the teachers. Additionally, during class discussions, teachers might utilize a number of questioning strategies to gather the information they require from the students.

Based on the explanation above, to find out some steps that used by the teacher to teach. Therefore researchers wants to know the strategies and the reason by the teachers using questioning strategies in classroom interaction.

The researcher wants to conduct a research under the title *Teacher's Questioning Strategies in Classroom Interaction*.

### **1.2 The Identification of The Problem**

Based on the background of problem above, the researcher identifies the following:

1. Some of students at MAS Proyek Univa Medan fail to do those activities correctly or even sit silently, giving no apparent reaction towards what the teacher says.
2. Some of students at MAS Proyek Univa Medan do the activity in Bahasa Indonesia when the teacher asks them to use English.

### **1.3 The Limitation of The Problem**

The researcher would like to restrict the scope of the issue so as not to make this research too broad for them. Thus, the study's focus on the issue facing English teachers who use their questioning strategies to engage students in the teaching and learning process during interactions in the classroom at MAS Proyek Univa Medan represents a restriction of the problem. The researcher's goal was to examine the teacher's questioning strategy during class interactions.

### **1.4 The Formulation of The Problem**

Based on the background of the study above the researcher formulates the problem as follows:

1. What kinds of questioning strategies are used by the English teacher during the classroom interaction at MAS Proyek Univa Medan?
2. Why do the English teachers use those strategies during the classroom interaction?

### **1.5 The Objectives of The Study**

Based on the formulation of the problem above, the objective of the study as follows:

1. To elaborate the kinds of questioning strategies that the English teacher used during the classroom interaction at MAS Proyek Univa Medan
2. To elaborate the English teachers use those strategies during the classroom interaction

### **1.6 The Significances of The Research**

The significances of the study, as follows:

Theoretically:

1. Teachers rule the classroom, choose the themes, take the lead in dialogue, and give out the majority of the questions (Tony and Pharse: 2013). Teachers also give out a lot of questions and assist students in answering them. The researcher anticipates that this research will help readers comprehend the teacher's questioning strategy, which has theoretical relevance. The results are also expected to act as a reference point and a repository of data for future academics that investigate issues linked to teacher questioning techniques.

Practically:

1. The study's findings were anticipated to show that teacher's questioning strategies may increase student interaction and benefit the class, to help the students become more adept at active conversation. The researcher anticipated that all of the students would love learning English, would find it more fascinating to respond to the teacher's questions, and would also understand the content clearly.
2. It is also expected to provide details and references in order to improve educational standards. English teachers who are actively involved in the teaching and learning process are better able to anticipate problems in their instruction. They also have access to efficient and effective classroom teaching methods that ensure students understand the material being covered and that learning objectives are met.

3. This study may serve as an inspiration for future research on implementation and growth of teacher questioning strategy by other scholars who wish to advance the level of education.



UNIVERSITAS ISLAM NEGERI  
SUMATERA UTARA MEDAN