

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is a language that is often used by various people around the world. Therefore, English is used as the language for communication when we do not understand someone's mother tongue. With the English we learn, we can understand the meaning and what other people are talking about. English is often utilized as a communication tool and is needed in the world of work and education. That is why English is very important to learn and explore. In education there are even separate subjects for students to study. For Indonesians, English is the foreign language which is not the everyday language of the Indonesian people.

During class interactions, teachers and students require a language to communicate. Without language, a teaching and learning process will be disrupted. English is a subject that exists in all schools in Indonesia. Many students like English lessons, but many don't like this lesson. This is because some people think that English is difficult to learn, that English is not their native language. In English Foreign Language classroom interactions, the teacher delivers the material in English. Interaction is a social activity carried out in a place where the creation of a communication between one individual and another. In an interaction there is usually a reciprocal relationship between one individual and another, both of them are involved in an event and in a place. An interaction can occur anywhere, including in the classroom environment. Learning class can be said to running well if there is interaction between teachers and students. If there is no interaction, the teaching and learning activities are not going well.

Interaction in the class is something that must be done between teachers and students. Because the interaction makes the classroom atmosphere come alive and there will be feedback between teachers and students. That is, students will enjoy this interaction and the teacher will easily deliver lessons. Especially in an atmosphere like today, all teaching and learning activities are carried out via virtual / online. Teachers will be extra in interacting with students, due to long distances and only through electronic media. Many students have difficulties to comprehend lessons and doing assignments. Students are also susceptible to ignoring the teacher's explanations when learning takes place. They feel lazy and have no motivation to learn. But the teacher will still try to do various ways and strategies so that learning, especially English learning can run well, even though there are many obstacles.

Therefore, in the teaching and learning process, a strategy is needed so that teachers can convey learning material and can be absorbed by students properly. Especially in the EFL classroom, on average students in Indonesia only speak their mother tongue. Knowledge of English which is a foreign language is very little, so this makes it difficult for students to understand the language. The difficulties faced by students in learning English also made it difficult for them to understand English material. So the willingness and ability of students to learn in the class did not run optimally.

The effectiveness of teaching and learning activities in the classroom, especially in the EFL class, can occur when students ask questions that are answered by the teacher, and vice versa. Teaching and learning activities are said to be ineffective if there is a lack of interaction between teachers and students. Sometimes there are students who already understand the lesson so that they don't want to ask because they feel they already understand, and students who are silent are usually caused by students' lack of understanding about the subject matter which makes it difficult to ask questions and difficult to express the right words to ask.

According to Mukminan (2013: 209) there are ten fundamental teaching skills that English teachers need to learn. Of all skills, questioning is around thirty-five to fifty percent of the teacher's learning time, the most frequent practice among teachers (Cotton, 1988). The teachers ask questions before, during and after lesson, Janssem (2008) states that teacher questions occur in three phases: teaching before, during, and after the lessons. Nur hidayati (2006) said that, one of the keys of interaction that opens opportunities for students to use foreign languages is through questions. The question itself is the most optimal strategy to use in the learning process.

In learning English, there are several strategies that teachers use in teaching and learning activities, one of which is by using a questioning strategy. With the questioning strategy students can have the desire to learn English and can increase student motivation to learn English. Based on the previous background the researcher wants to analyze the teachers questioning strategies, especially the functions, types, and process of questioning strategies that used by teachers in EFL classroom, entitled: "TEACHER'S QUESTIONING STRATEGIES IN EFL CLASSROOM: A CASE STUDY AT SMP N 2 GATAK"

## **B. Problem Statement**

Problem statement is the main key to direct a research paper. According to background of the study, the researcher formulates the following problem statements:

1. What are the types of questioning strategies that teachers used in EFL classroom at SMPN 2 Gatak?

2. What are the functions of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak?
3. How is the process of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak?

### **C. Objective of the Study**

Based on the researcher preliminary study, this research would be aimed at finding out:

1. To classify questioning strategies types that teachers used in EFL classroom at SMPN 2 Gatak..
2. To describe the functions of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak.
3. To describe the process of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak

### **D. Significance of the Study**

The significance of the study is linked to the predicted outcomes of this research that were expected to the following significant factors:

#### **1. Theoretically**

The output of this study can escalate and enrich knowledge in teaching and learning process specifically about teachers' questioning strategies.

#### **2. Practically**

The main results of this study are meant to be beneficial,

##### **a. for the Student**

The researchers expected that students will be motivated to learn English and makes the students more active in the EFL, so students can understand more about English materials through questioning strategies that teachers used in teaching English.

##### **b. for the Teacher**

In order to increase the standard of education, it should provide information and reference. For English teachers who are actively interested in the learning process so that teachers can predict the problem in their teaching, teachers also get reliable and effective teaching strategies in the classroom and receive specific input from students so that achievement is the objective of learning.

c. for Another Researchers

Hopefully, this research can improve the ability for further researchers so that it can be used as a reference in researching teacher is questioning strategies.

#### **E. Research Paper Organization**

In order to make the research easy to read, the researcher organizes the paper as follows:

Chapter I is introduction. It consists of background of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It consists of relevant research, theoretical review, and theoretical framework.

Chapter III is research method. It discusses the type of research, setting of research, object and subject of research, data and data source, method of collecting data, data validity, and technique of analyzing data.

Chapter IV is data analysis and discussion.

Chapter V is conclusion and suggestion.