

# CHAPTER 1

## INTRODUCTION

### **A. Background of the Study**

Asking is the core in the learning process. Asking is the most effective method to expand students thinking and understanding. Asking is a process on interaction between teacher and student. Without the interaction between teacher and student, the learning will not run effectively. The purpose of asking itself is to obtain the information needed. A perfect learning process occurs if there is reciprocal relationship between teachers and students. So it can happen maximal learning outcomes.

A good teacher must be able to inspire students to improve their skills and build their knowledge. When the teacher asked, at the same time the teacher leads their students to learn well. Also when the teacher answered the question from their students, at the same time the teacher guided and pushed their students to pay attention to the lesson. The ability of arranging good and right asking strategy must be mastered by the teacher.

Asking skill for a teacher is one skill that must be mastered, because by having this skill a teacher can easily create more meaningful learning situation. Learning process will not work properly if a teacher does not have skills to ask the question. Ability to ask is an important learning process because the question asked by the teacher to the students is a stimulus to help students think. In addition, questions raised by teachers can also improve the mastery of learning materials and improve student's activeness in the classroom.

Commonly in the learning process, students tend to be passive and only listen to the exposure of material submitted by the teacher. It is because students did not understand whether the topic was given by their teacher and they are so shy to ask question to their teacher. Therefore the teacher should give the students the opportunity to process and build the knowledge they have gained. Teachers can facilitate this by asking questions about the material that has been submitted.

Based on observations made by researcher when she did an internship in the school, it was found that teachers generally did not succeed in using effective questioning techniques. A teacher's inquiring skill is an important skill and must be

mastered by all teachers. Because a good questioning ability can generate student's curiosity, and guide students to determine the answer of a problem.

Based on the statement above, the writer wants to deeper analyze about TEACHER'S QUESTIONING STRATEGIES AND STUDENTS' RESPONSE IN TEACHING COMPLIMENT AT THE TENTH GRADE OF SMA MUHAMMADIYAH 2 SURAKARTA IN 2019/2020 ACADEMIC YEAR

## **B. Scope of the Study**

In order to make a focus of this research, the researcher intends to limit the research on teacher's question strategy and student's response at the tenth grade of SMA Muhammadiyah 2 Surakarta. The data of this research are taken from observation, interview, and document.

## **C. Problem Statement**

Based on the explanation above, the writer raised the problem statement are follows:

1. What types of question do the teachers use to teach English daily in the classroom?
2. What kinds of teacher's questioning strategy are used by the teachers in the English learning process?
3. How do the students respond to the questions?

## **D. Objective of the Study**

This research identified asking strategies that the teachers used in daily English learning. By knowing what is asking strategy it self, the teacher can understand how to plan a question that can be guide and motivate the student to think. So it can happen communication between teacher and student or student with other student which reflect the activeness of the teacher and student.

And then the last, this research also examine the responses of the students that active in answer the question or not. After knowing the response given by the students, the teacher can know students skill in undestand the information and direct students to understand the material that their learn.

**E. Significance of the Study**

This research has theoretical and practical's profit. Theoretically, this research is useful to make the teachers more effective in teaching and learning, however it also makes the teacher as a reliable questioner that suitable with the level that is owned by each student.

Practically, this research will be useful for teachers in order to have a good learning plan by preparing questions that are appropriate to the material that the teacher presented within language that is easily understood by the students.