

CHAPTER I

INTRODUCTION

This chapter presents background of the research, formulation of research problems, objective of the research, significant of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

During teaching and learning process interaction between teacher and students is very important thing. Language that the teacher used is an important factor of the learning success in the class. In the learning process teacher is not just as a single explainer but she or he performs a reciprocal relationship with the students. Teachers have to make students feel enjoy and attractive during teaching and learning process. Thus, the class will not be passive learning but be an active learning interaction.

Many students are passive because they are not brave or they are shy to ask the question if they still do not understand about the material. Teacher that has strategies can stimulate students to be brave to ask question in the class and to be more attractive in the classroom. Those strategies can be used by the teacher to get information about what the students know and do not know. By using a good strategy teachers can get attention from the students and make them active in the class.

According to Blosser (2000) teachers use questions to assist students review to check on comprehension, to stimulate critical thinking, to encourage creativity, to emphasize a point, to control classroom activities, and for other reasons and purposes. A question is any sentence within the interrogative form which can construct learners' interest to the content materials to be learned and create knowledge for them. Cotton in Matra (2014) defines a question as any sentence that has an interrogative form or function. In short, questioning is defined as the instructional cues or stimuli that carry to students the content materials to be learned and directions for what they are to do. Questioning behavior is one of the techniques that teachers commonly employ in promoting and creating classroom interactions (Lynch, 1991). Questioning that suitable for students will engage students to participate without feeling intimidated.

Questioning strategy is one of the most important dimensions of teaching and learning processes. Guest (1985:2) states that "Questioning strategy is one of the important tools to extending students' learning which can assist teachers expand their own strategies to enhance the students work and thinking". It means that questioning strategies are very important for teachers and students and we cannot ignore that. Questioning strategy can give students more opportunities to think and understand what the teacher is asking about and also give them time to answer the question. It means, there will be active communication among teacher and students and not waste time for rehearsing the students existing knowledge.

Questioning strategy has become important that help teachers motivate their students during teaching and learning process. Questioning strategies are the ways which are used by teacher to know the ability of the students and how far the students understand the material which has been taught. In order to be sure that questions would grab students' attention, the questions have to be continues, with more than one possible answer. Like the questions could stimulate students thought and lead to discussion or debate, which in turn would lead students into learning new knowledge. And the most important of questioning strategy is how students think until they find the answer.

Questions are said to be a strategy intended that students can think hierarchically to reach at an answer. Through the question strategy the teacher can use questions as a means to stimulate students to think creatively to find answers for a question. The process of students to be able to reach at an answer is very important in questioning strategy. Teachers play an important role in realizing student activity in the classroom, helping students think critically, and stimulating students to answer a question correctly. In this case, it can be seen the importance of a question from the teacher in improving the student learning process. Through the strategy of asking the teacher can find out how far the development of student learning can be known through the thinking process of students in answering a question related to the learning material. In addition, through a question students can think with their own

opinion which will later be compared with the answer to the question. This shows that with a question, students will inevitably be stimulated to think creatively in order to find an answer even though they do not always reveal their answers. Teachers can also build classroom activity through reciprocal discussions through questions asked by the teacher and answers from students.

Research on questioning strategy has been conducted by some previous researchers including Rosyidah (2018), Ekawati (2019), Yunion P. (2020), and Ziarah (2020). The most of the previous research on questioning strategy are to find out the types of questioning strategies. They are different types of questions used the first type is according to Richard and Lockhart (1994). The research on this type of question have conducted by Rosyidah (2018) and Ziarah (2020). The most types were commonly found used by English teacher are procedural and convergent. Then the second type proposed by Blosser (1975) and based on Yunion P. (2020) the most commonly used by English teacher were managerial and closed question. The last type of question categorized by more than one number of types questions. Ekawati (2019) found that teacher employed question-planning and question controlling. And the most of the type of question used by English teacher in the classroom is the type of question which has function as control the students to keep focus on the material and students answer the question based on the material. Beside that the type of that question is used to check students' understanding or give them

some instruction. The function of each type of question is to make students response the questions based the material have been taught. It can be conclude that the several types of questions have similarities function on the most type of question commonly used by the teacher.

Unlike some researches mentioned above they focused on finding out types of questioning strategies, this study is directed to investigate the contribution of types of questioning strategies to stimulate students' learning. Therefore the researcher in this study interested conducted the study to know the types of questioning strategy used by English teacher and the contributions of the use of questioning strategy stimulate students to learn better at MA Al Muslihun Kalidawir under the title "Questioning Strategy Employed by a Teacher during Teaching and Learning Process at MA Al Muslihun Kalidawir".

B. Formulation of Research Problems

Based on the background mentioned in this study the research problems can be formulated as follows:

1. What types of questioning strategies are employed by an English teacher during teaching and learning process at MA Al Muslihun Kalidawir?
2. To what extent do the employed of questioning strategy stimulate students to learn better?

C. Objective of the Research

Related to the formulation of research problems above the purpose of the study can be stated as:

1. To find out the types of questioning strategies employed by an English teacher during teaching and learning process at MA Al Muslihun Kalidawir.
2. To know to what extent the employed of questioning strategy stimulate students to learn better.

D. Significant of the Research

The results of this study are expected to give both theoretical and practical contributions to improve:

1. Theoretically, this research is contributive readers' horizon about questioning strategies. It also becomes a reference for other researchers who will conduct the relevant research about the questioning strategies.
2. Practically, the result of the research can be contributive for the teacher and the students',

- a. For the teacher

The finding of the study can be precious information and as reference in order to improve the quality of teaching and learning process in the classroom. In this context, by this effective way from questioning strategies the English

teachers will be able to anticipate the problems during the learning process.

b. For the students

Through questioning strategies found in this study, the students could be more interactive in the classroom. Moreover, by this strategy, the students could enjoy learning English and they have more interest to answer the teacher's questions to build up their knowledge.

E. Scope and Limitation of the Research

This study is focused on the questioning strategy that used in the classroom. It deals with the types of the questioning strategy that used and the extent the use of questioning strategy stimulate students to learn better. This study analyses types of questioning strategy used by English teacher of MA Al Muslihun Kalidawir and to what extent the use of questioning strategy stimulate students to learn better at MA Al Muslihun Kalidawir.

Researcher should be able to examine more teachers to obtain more data, but due to limitations, the researcher only studied one teacher. Researcher can examine students with many indicators so that they can cross-check data with various characteristics, but researchers only use one students' indicator in interviews, namely students who are classified as active in class and on the recommendation of the teacher.

F. Definition of Key Terms

1. Questioning Strategy

Questioning according to Wojowasito Poerwadarminta (1990) is a separate skill in teaching. Asking is a skill used to get answers from other people. Questioning strategy in this study is the way how teacher asks to students to get their responses during the teaching learning process.

2. Teaching and Learning Process

Teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, inflicting to know or understand. Learning is a process that brings cognitive collectively, emotional, and environmental affects for the goal of making changes in one's knowledge, abilities, values, and worldviews. Teaching and learning process in this study is a process of interaction in the classroom between teacher and students in an activity process that has been structured to increase knowledge about something.