

# CHAPTER I

## INTRODUCTION

### A. Background of Research

English is a widely used language all over the world. As a result, we speak in English when we do not understand someone's original language. When we learn English, we can understand the meaning and what other people are saying. English is frequently used as a communication tool and is essential both at business and in education. That is why studying and exploring English is so important. There are many different disciplines that students can learn in school. English is a foreign language that most Indonesians do not speak on a daily basis.

Language is required for teachers and students to communicate during class interactions. In the absence of language, the teaching and learning process will be impeded. English is a subject that is taught in all Indonesian schools. Many students enjoy English classes, while many do not. This is due to the fact that some people believe English is difficult

to learn because it is not their native language. During English Foreign Language classroom interactions, the teacher introduces the topic in English. Interaction is a social activity that occurs when one person communicates with another. Interactions can occur anywhere, even the classroom. When professors and students interact, the learning class is said to be running smoothly. Without communication, teaching and learning activities fail.

When students ask questions that are answered by the teacher, the effect of teaching and learning in the classroom increases, especially in the EFL class. If there is no connection between teachers and students, teaching and learning activities are said to be unproductive. Silent students are usually caused by the student not understanding the subject, making it difficult to ask questions and express the right words. Silent students are usually caused by the student's lack of understanding of the subject, which makes it difficult to ask questions and makes it difficult to express the right words before, during and after the lesson, teachers ask. There are

three stages to instructor inquiries: before, during, and after the lesson. Questioning is one of the elements of engagement that helps students to use foreign languages. The question itself is the most effective strategy to use during the learning process. One approach that teachers use in teaching and learning activities to assist students learn English is the questioning strategy. Students may have a desire to study English, and adopting the questioning method can boost their enthusiasm to learn English.

Classroom interaction strategies in an EFL environment are described as any type of communication that includes not only actual communication but also oral exchanges in the classroom, including those that develop during formal exercises (Ellis, 1992). Four types of successful teaching methods in EFL classroom discourse: interaction management strategies, questioning strategies, feedback strategies and improvement strategies (Tadjuddin, 2019).

The flexibility of the asking method is defined by the instructor adjusting the questions based on the student's

responses in order to engage them in higher order thinking (Chin, 2007). Questioning tactics are approaches for asking students questions in order to achieve instructional objectives. Teachers must be aware of their student's skills and the amount to which they grasp the content that has been presented during the teaching and learning process. Raising questions and knowing which questions to ask are crucial teaching skills that instructors must learn.

There are differences between questions and questioning; question is any sentence which has an interrogative form or function, while questioning is an action of asking questions (Kathleen, 2015). The questioning strategy is meant to provide students with more opportunities to think about and grasp what the teacher is asking, as well as time to respond to questions. So that professors and students can interact with one another. The instructor must analyze the questioning approach in terms of the number of question kinds and questioning behavior, especially when employing the questioning technique.

The researcher pre-observed several teaching and learning processes in the eighth grade student classroom at SMP N 4 Bengkulu Utara. The researcher discovered that the general teacher question that occurred in the class was that students would participate to talk if the teacher took the initiative, encouraged, and asked them to talk. In fact, the opportunities for students to speak that teachers present have a significant impact on getting students to speak in class. That is why researchers want to know what kinds of conversations teachers and students have during the teaching and learning process.

This research is important to do, because this research can be used as a benchmark to maximize and improve better interactions between teachers and students as well as students and students, especially in learning English. The findings of this study are expected to help teachers to find the types and strategies of asking teachers in EFL classroom interactions so that learning objectives can be achieved. In connection with the explanation above, the researcher intend to conduct a case study with the title, "An Analysis of Teacher's Questioning

Strategies in EFL Classroom Interaction (A Qualitative Study at Eight Grade Student at One of SMPN in Bengkulu Utara)” at SMPN 04 Bengkulu Utara.

## **B. Research Identification**

Based on the foregoing, the researcher discovered the following identifying issues:

1. Teacher are not easy to interact with students.
2. Teacher do not be able to attract student’s attention.
3. Teacher not easy to implement a classroom atmosphere.
4. Teacher use Indonesian more often in English Class.
5. Teacher do not be able to encourage students to think cognitively

## **C. Limitation of Problem**

The limitation of the problems was based on the facts that researchers got during the observation. The researcher will focus on questioning strategies in EFL classroom interaction. Precisely junior high school 04 Bengkulu Utara.

## **D. Research Questions**



In connection with the research background described above, the research problem can be formulated as follow:

1. What are the types of questions use to improve Student's abilities in EFL interaction classes at SMPN 04 Bengkulu Utara?
2. What types of questioning strategies are dominantly?

#### **E. Research Objective**

Corresponding to the formulation of problem, the research objective of study is to find out the questioning strategies used by teachers during the teacher learning process in English class and to find out the right types of strategies in teacher questions that are used by teachers in class interaction or the EFL communication process at SMP N 04 Bengkulu Utara.

#### **F. Research Significant**

The results of this study is anticipated that this research will be useful to English instructors, students, and future academics. Its importance is as follows:

1. For teachers, the results of this research can help them communicate well in class because answers in class are

very important. Knowing the types and techniques of questions is useful information for them to communicate in class and encourage students to answer the questions given.

2. For students, learning outcomes encourage students to improve student performance and answer teacher questions.
3. For further researchers, these results can be used by those who focus on the analysis of questions in classroom interaction or communication, especially the use of questions by teachers.

### **G. Definition of Key Terms**

1. **Teacher's Questioning Strategy.** One of the common methods that used by teacher is questioning. It is the fundamental means for teacher managing the class condition. Questioning strategies are purposed to make an interaction between students and teacher in order to acquire information to get successful in the learning process.



**2. EFL Classroom Interaction.** Classroom interaction involves lots of activity, there are turn-taking, questioning and responding, meaning negotiation and feedback. Classroom interaction are demand to do a communication between students and teachers throughout teaching process. In this case, the research was held in EFL Classroom which refers to non-native speakers where English is not the main language.

