

## CHAPTER I

### INTRODUCTION

#### A. Background of Research

Interactive language classroom is very important in teaching learning foreign language (Chavez in Musliatin, 2017). Therefore, classroom becomes a place to apply and to practice the language. In order to make the learners interesting in learning process so the teacher should create interactive communication in the classroom.

Teacher's role is not only transferring the knowledge but also stimulating the learners' skill. When the interaction happened, learners have more chances to practice their language which they already learned. In language learning, the interaction can be stimulated by many activities, such as group discussion, pair work, and also giving questions (Brown, 2001). Moreover, in order to engage all learners in the classroom, and also to ensure all learners have the chances to participate in discussions and do the important thinking when a question is posed, teachers use a variety of questioning strategies. In addition, teachers strategically vary the types of questions to ask in order to generate meaningful dialog that supports the development of high-order thinking skills.

Questioning strategies are aimed to give learners more chances to think and to understand. Therefore, there will be an interactive communication between teacher and learner. Caesin in Musliatin (2017) stated that questioning is any

sentence, even with grammatical form, intended to elicit an answer. Asking question is one of the most common teaching tactics used. Teachers' questioning has traditionally been viewed as an important component of teacher talk and the core of effective teaching in classroom context. Questioning is the way which are used to ask something to the students in gaining a purpose in teaching (Sujariati, Qashas and Murni, 2016). Richards in Al-Zahrani (2017) claimed that the act of verbal questioning and answering that occurs between teacher and student is more frequent than any other event in EFL classrooms. Vogler, in Qashoa (2013) states that questions can monitor comprehension, it can make connections to prior learning and stimulate cognitive growth. In a classroom setting, teacher' questions and students answers are considered as a powerful teaching approach if they are used to expose contradictions, challenge assumptions, and lead to new knowledge (Lesly Narwasti, 2015: 3).

Therefore, teacher should design questions which can expand students' knowledge and promote creative thinking. Thus, asking a good question is cognitively demanding.

The description of the importance of question lead to a descriptive research about the frequency of question posed by English teachers.

## **B. Reasons for Choosing the Topic**

There are some reasons why the writer chooses “Teacher’s Questioning Strategy in Classroom Activity” as the topic.

1. Give a description about the teachers’ questioning strategy in teaching learning process.
2. Get more information about how a variety of questioning strategies will be used in the classroom.

## **C. Problem of Research**

Based on the background of study the problem above, the research can be formulated as follows “What are types of questioning strategies used by English teachers?”.

## **D. The Aim of Research**

The aim of research is to know the types of questioning strategies used by English teachers.

## **E. Contribution of Research**

This research can give a contribution for the teachers in order to know their types of question strategies in the classroom interaction, so it can be useful for them, as a self-reflection of their teaching process. Furthermore, it also gives contribution for the school, for the readers, and for other researchers.

1. For the Schools.

This research can be useful as the information and suggestion for the school to implement more innovative and quality of learning by maximizing the basic skills of teacher in teaching in the learning process activities, especially in making questions.

2. For the Readers.

The results of this research can be used as the information and knowledge for the readers about types of questions that is used by the teachers in the classroom.

3. For Other Researchers.

The results of this research can be used as the reference to make further research and give information about teacher questioning types in classroom activity.