

CHAPTER I INTRODUCTION

A. Background of The Research

English has become a primary language of communication. It is spoken by millions of people all over the world. In Indonesia, English becomes one of the favorite subjects at school, but sometimes some of students do not like this subject because of many reasons. Therefore, it is a common problem that is faced by the teacher in passive class where the students unresponsive to explanation or instruction. Many students are passive because they can not be brave to ask the question if they do not understand about the material and they are shy to ask the question. The worst is that they are passive either to give idea or ask question because they do not know what to say and ask.

A challenge for the English teacher is not only in the process of making the student understand the material but also how to make them interact actively using English as the means of interaction. One of many effective ways of initiating students' activeness is by posing question to and create simple discussion with student.

A question is any sentence which by word order use of interrogative words or intonation, request information and answer. In the classroom, a question is one of the most important tools in guiding and extending students learning. Questioning is the key means by which teachers find out what pupils already know, identify gaps in knowledge and understanding and scaffold the

development of their understanding to enable them to close the gap between what they currently know and the learning goals (Hall: 2016).

Question is widely accepted to play a vital role in second language classroom. Basically, question is used as a device by which teacher could evaluate the specific purposes of learning. However, it is worth nothing that questioning may not be an assessment tool in all situations (Jiang, 2014). For example, when it is adopted to develop student interest rather than to check learning, questioning is a teaching technique and not an assessment tool.

In line with the topic dicussed above, questioning is considered an effective way the English teacher can implement to stimulate students' activeness in class discussion. Therefore, an investigation of the teachers' creativity in developing questioning using various ways or strategies is a challenging topic to investigate. Challenging because I was doing this research at the time of corona, it turned out that during the research the PPKM was opened, so I felt challenged by students who in fact studied online. The investigation of this topic will be represented in a research the researcher wants to conduct which is entitled "AN ANALYSIS ON EFL TEACHERS' QUESTIONING STRATEGIES TO ENGAGE LEARNERS".

B. Reason for Choosing the Topic

The researcher is interested in conducting this research because

1. Teachers' questioning is very important to build interactive communication between teacher and students and amongst the students.

2. Questioning is an important thing in teaching and learning process. It helps teachers to understand students' needs and problems about the material.

C. Problem of the Research

The problem of this research is formulated into the two following research questions :

1. What questioning strategies are used by the teachers to engage learners in English class?
2. What is the function of each question posed during the English learning process?

D. Aim of the Research

The research is intended to:

1. find the questioning strategies used by English teachers.
2. reveal the function of each question posed in English class.

E. The Clarification of the Term

To ease the readers to comprehend the substance of this research, the researcher would like to clarify the main terms used. They are:

1. Questioning Strategies

(Mcneill et al., 2008) questioning strategy is one of the most important dimensions of teaching and learning. It gives teachers chance to find out

what students know and understand, and it allows students to seek clarification and help. It means that through questioning, the teachers can know what the students know and what they do not know. Questions help teachers and learners in teaching learning process.

2. EFL Learners

Iwai (2011) describes EFL learners as individuals who study English in non-English talking nations. In this research, the EFL learners are students in Indonesia who learn English as their foreign language. They only communicate using English at school or particular places. They do not use English for their daily communication.

F. The Contribution of the Research

This research is intended to share contribution of the following points:

1. Theoretical Contribution

Teachers are dominating the class, controlling the topics, speaking turns of the conversation, and giving most of the questions, they provide a lot of questions and help students respond to as well (Tony and Pharse 2013). As theoretical significance, for the teacher and students, this research provides information or it will be a source about the questioning strategies that is useful in teaching and learning process.

2. Practical Contribution

a. For students

The result of this research is expected that through teacher's questioning strategies the students can be more interactive, and the class can be useful. The researcher expected that all the students can enjoy when they learn english in their classroom.

b. For teachers

The result can give contribution for teachers to develop their English teaching and to help them know the questioning strategies that is used to build active interaction in the classroom.

