

CHAPTER I

INTRODUCTION

A. Background of Study

Interactive language classroom is very important in teaching learning foreign language (Chavez, 1986). 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.

The role of the teacher is not only transferring the knowledge but also stimulating the learner proficiency. When the interaction happens, learners have more opportunity to practice their language that they learn. 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, ensuring everyone has the opportunity 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 they ask to generate meaningful dialog that supports the development of high-order thinking skills.

Questioning strategies are aimed to give learners more chance to think and to understand. Therefore, there will be an interactive communication between teacher and learners. Caesin (1995) states

questioning is any sentence, even with grammatical form, intended to elicit an answer. Asking questions 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. Croom and Stair (2005) state that classroom questions are best used "as diagnostic tools to help indicate students' academic progress or to assess students' critical thinking. This view was upheld by Vogler (2005): "questions can monitor comprehension, help make connections to prior learning and stimulate cognitive growth"

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

The writer choose the topic “ Teacher’s Questioning Strategies in Classroom Interaction,” because it can give a description about the teachers questioning strategy in teaching and learning process. Thus, it can get more information about how a variety of questioning strategies will be used in the classroom.

C. Problem of research

The problem of this study is “What are types of questioning strategies used by the English teacher in the class?”

D. The Aim of the Research

The aim of the research is to investigate the questioning strategy used by the English teacher in the class.

E. Clarification of terms

To make the topic clearly , the writer wants to give definition of the key term (Teacher's Questioning Strategies In Classroom Interaction) of the following:

1. Questioning

Questioning strategies refer to the strategies that the teacher uses to elicit verbal responses from learners. In second language classrooms, "learners often do not have a great number of tools, teachers. questions provide necessary stepping stones to communication" (Brown, 1994a: 165)..

2. Strategies

Strategies is a careful plan or method for achieving a particular goal usually over a long period of time (Merriam-Webster's Learner's Dictionary). The determination of the long run goals and objectives of an enterprise and adoption of courses of action and the allocation of resource necessary for carrying out the goals (Alfred D. Chandler)

3. Classroom Interaction

“interaction” is made up of two morphemes, namely *inter* and *action*. It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom. Classroom interaction as a form of institutional talk is locally managed but cooperatively constructed speech exchange system (Markee & Kasper, 2004)

F. Contribution of Study

This reseach can give a contribution for The teacher in order to know their types of question strategies in the classroom interaction, so it can be usefull for them as a self reflection of their teaching process.