

CHAPTER I

INTRODUCTION

A. Background of Research

In teaching learning English, there is a process which is called asking or giving questions. It can be from the teacher to students or the students to the teacher. Questioning to students must be considered with questioning strategies. Questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. In teaching learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught. Furthermore, the teachers have to know the output of the students before or after teaching by giving questions. So there must be an interaction between teacher and students and then followed by feedback from the students.

When the teacher asks questions to the students, the students have to think critically. In fact, the standard pattern in the classroom is one in which teacher asks question, and one or more students respond to the question (Richards, 2000). Questions can be used to motivate students. Through questions posed by the teachers, the students will be motivated to response the questions given by the teachers. If the students are motivated, they will learn how to develop their thinking which consequently affects to their learning process. They can develop their ideas which can support their understanding that finally can give positive effects to their learning achievements. Besides that,

questions also can be used to revise, control, test or assess, explore, explain, and check understanding.

On contrary, the success of posing questions can be seen from responses given by the students. Good or bad responses can be seen by the accuracy of the answer. If the students can answer the questions posed by the teacher correctly, it means that the questioning strategies used by the teacher are appropriate. The opposite, if the students can't answer the question or they just keep silent, it means that the teachers have to try the other questioning strategies to use in English interaction.

The responses can be recitation or discussion. Recitation is a student's oral reply to questions. The students only answer the questions based on their knowledge. Discussion means that in answering the questions, the students can offer their understandings, suggestions, perspectives, and experiences. The question type and the time given to students help them formulate their answer as responses to the question. Sometimes students have no time to formulate or even to think about the answer to a certain question asked by the teacher. It can make students don't respond the question from the teacher or they just keep silent.

There are some ways for students to respond questions. Some students answer the question correctly, some students just answer the question without knowing the meaning of the question, or some students just keep silent because they are afraid to answer or they don't know the question well. That is why

questioning strategies is important for the teacher. It helps the teacher to choose the best way to ask question in English interaction.

B. The Reason of Choosing Topic

This research will be conducted based on two reasons for choosing the topic of this research, they are:

1. Teachers' questions help the teacher to initiate the students to be active during learning process.
2. Teachers' questions facilitate the students to think critically.

C. Problem of the Research

This research matter will be conducted into two questions, the formulation questions are:

1. What are the question types used by English teachers?
2. What are students' responses towards teachers' questions?

D. The Aim of the Research

The aims of this research are to know what the question types used by English teacher and what the students' responses towards teachers' question in English interaction.