

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It consists of the Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Significance of the Study, Limitation of the Study, Definition of Key Terms, and Outline of the Study.

1.1. Background of the Study

Teachers have their own strategies in educating their students. They choose the most effective one to be their strategy to facilitate teaching and learning process. Their strategy determine the students' performance. Fakeye et al. (2013) state that teachers' effectiveness is highly related to students' performance. The success of any teaching and learning process depends on how effective and efficient the teachers are.

One of the strategies that had to be paid attention to the teachers is questioning strategy. Questioning is needed by the teachers in their teaching and learning process. It is the main part of classroom teaching, and one of the teaching methods which can be a solution to get the aim of teaching and learning process (Ma, 2008). Without giving some questions to their students, it means that the teachers lack of attention and do not care to their students. Teachers' questioning is very needed to check the students' understanding about the materials, encourage

them who lack of motivation or who are passive in the class and many other reasons. Blosser (2000) cites that teachers use questions to help students review, to check on comprehension, to stimulate critical thinking, to encourage creativity, to emphasize a point, to control classroom activities and cut down on disruptive behavior, to help determine grades, to encourage discussion, to discourage inattentiveness, and for other reasons and purposes.

However, some teachers still find many obstacles in organizing their questions to be good questions which are understood by their students. One of the obstacles is that the teachers could not organize the questions well which make the students confuse in interpreting the questions. Therefore to solve this problem, the teacher should have some preparations before they ask questions to students until they can get the point of the questions. It is noted that success of the students in any examination also depend largely on qualified and dedicated teachers who are ready to ask good questions that will facilitate learning and organize instruction in such a way that it meets the need of the different students in the classroom (Fakeye et.al, 2013).

Teachers' preparation is very needed to make good questions. Good questions may promote the students' attention. As we know that the first time the teacher enters, the class is not conducive. There are still many activities conducted by the students after changing lesson. Teachers could apply the questioning strategy to get back the students' attention. After giving some questions to the students, they will response it and keep interaction with them until they really focus and get the teachers' aim. During the interaction, teachers do not always give the questions but

also give feedback to them to guide them in a right way. Ma (2008) states that teachers want to get students' responses and the first step is to answer questions. Through consistent dialog and communication again, the teacher can get the answers they want and evaluate the students. The students' thinking and learning can be developed when they have a chance to response the teachers' questions and keep the process of interaction with them.

Considering the background above, this study is conducted to analyze the skills and types of questioning strategy that were applied by the teachers in the class as their strategy in teaching and learning process.

1.2. Reason for Choosing the Topic

The writer chose the topic of Teachers' Questioning Skills and Types During Teaching and Learning Process by considering the following reasons:

Firstly, there are a lot of strategies the teachers used in teaching and learning process. However, they should have a specific strategy to make and keep the class run well. It can be handled by elaborate questioning strategy. Questioning is the main aspect in teaching and learning process. Good questions determined the students in mastering the lesson or material which is given by the teacher.

Secondly, questioning strategy could be an effective way to face the passive students or the students who lack of motivation in the class because of some factors which is faced by the students.

1.3. Research Questions

This study is designed to answer the following questions:

1. What skills of questioning strategies were often used by the English teachers in SMA Negeri 2 Demak during the teaching and learning process?
2. What types of questioning strategies were mostly used by the English teachers in SMA Negeri 2 Demak during the teaching and learning process?

1.4. Objective of the Study

There are two objectives of this study, they are:

1. To describe the skills of questioning which were often used by the English teachers in SMA Negeri 2 Demak during the teaching and learning process.
2. To describe the types of questioning strategies which were mostly used by the English teachers in SMA Negeri 2 Demak during the teaching and learning process.

1.5. Significance of the Study

The outcome of this study was expected to give additional information as follows:

a. Pedagogical Significance

The writer hoped that this study would give additional information to develop English teaching and learning process through types of the questioning which could be applied during teaching and learning process and would give the benefit to develop English teaching and learning process.

b. Practical Significance

The writer hoped that the result of this study would be useful for teachers, students and the other researchers.

1. For teachers

The result of this study may lead the teachers to be more creative and innovative in teaching and learning process and to help the teachers in finding the effective strategy to teach. However, through this study, teachers may purposefully find how questioning strategy was conducive for learning.

2. For students

This study is expected to make the students understood well about the materials which were given by the teacher through types of questioning in teaching and learning process. Beside that, questioning strategy was make the students achieved their goals and become more interested in English.

3. For researchers

The writer expected that this study can be used as a reference for the other researchers who had the similar topic to be analyzed. The researchers could get some inspirations and information to complete and develop the analysis regarded to questioning strategy.

1.6. Limitation of the Study

In conducted this study, the writer would focus on analyzed the skills and types of questioning which are often used by English teacher in SMA Negeri 2 Demak. There are four types of questioning which would be the guideline of this

study namely, managerial questions, rhetorical questions, open questions and close questions.

1.7. Definition of the Key Term

There was a key term which is defined in this study :

Questioning strategy

Guest (1985) in Sujariati et.al (2016) state that questioning strategy is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance the students work and thinking.

1.8. Outline of the Study

This study consists of five chapters. The outline of the study will be elaborated as follows:

Chapter I is introduction. It contains Background of the study, Reasons for Choosing the Topic, Research Questions, Objective of the Study, Significance of the Study, The limitation of the Study, Definition of Key Terms and Outline of the Study.

Chapter II is review of related literature. It describes about Skills of Questioning, Questioning Strategy, and the Review of the Previous Studies.

Chapter III is research design. It explains about Research Design, Subject of the Study, Instrument of the Study, Data Collection Techniques, Procedures of the Study, and Data Analysis Techniques.

Chapter IV presents research findings and discussion. It describes the analysis of the result and discussion of the research findings.

Chapter V presents conclusion and suggestion. It describes a conclusion from the data that have discussed in the previous chapters and suggestion that refers to next action to do.