

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the problem of the research, the purpose of the research, the operational definition, and the scope and limitation of the research.

1.1. Background of the Research

According Kholisoh and Linggar (2021), questioning is one of the most commonly used teaching techniques in the classroom. Even though it seems old-fashioned, the teacher's strategy of asking students is still used today. This is intended by the teacher to find out whether their students understand the explanation that has been conveyed by the teacher, for other reasons such as the students are engrossed in playing and chatting themselves so that the teacher feels unappreciated and tries to test whether the students really listen to what the teacher has just explained or not. In the process of teaching and learning English, there is a process called asking and giving questions. The question can be from teacher to student or it can be from student to teacher.

According to Astuti (2020), the intensity of asking questions by the teacher and being responded to by students or vice versa, will trigger class interaction. Asking questions, which is part of class interaction, is seen as a teacher's initiative to build a conducive atmosphere to activate student interest during the teaching and learning process. This can be a stimulus to encourage and involve students to be actively involved in class interactions (Vebriyanto, 2015).

Yasid, Munir, and Retnaningdyah (2021) found that questioning strategy skills had many positive impacts in increasing students' verbal communication responses in the learning process. They revealed that its application provides an opportunity for students to communicate their ideas. Fitriati, Isfara, and Trisanti (2017), also have the same opinion. They found that teachers should be aware that their questioning skills will have an impact on improving students' verbal responses in class interactions.

Although this method has been widely applied, its effectiveness varies in each study. The researcher took suggestions from previous researchers that in implementing this strategy the researcher must understand that if they do not convey the strategy well enough, students' questions can vary and often go off topic. Therefore, what makes this research different is that instead of using students as research subjects, the researcher uses teachers to observe whether the questioning method is really effective for the classroom interaction or not.

1.2. Problem of the Research

Does the teachers' questioning strategy affects classroom interaction?

1.3. Purpose of the Research

This research aims to find out whether the teachers' questioning strategies affect classroom interaction.

1.4. Definition of Terms

1.4.1 Definition of Teacher's Questioning Strategy

Teacher questioning strategies are various types of questions posed by the teacher to students in order to trigger their activeness in participating in the ongoing learning process in the classroom.

1.4.2 Definition of Classroom Interaction

In this study classroom interaction is defined as responses given by students to questions posed by the teacher as a reflection of their active participation in ongoing learning activities.

1.5. Significance of the Research

The results of this study are expected to be a reference for educators to be able to teach actively and make more efforts to improve classroom interactions to be more interactive and as a guide to implement the teacher's question and answer strategy properly. Furthermore, students are expected to be enthusiastic about what they learn in the classroom.

1.6. Scope of the Research

This research focuses on teachers' questioning strategies during the classroom instruction. The research was carried out in two classes involving two teachers Junior High School and Senior High School .