**CHAPTER I**

**INRODUCTION**

This chapter deals with the background, problem statement, objective, significant, and scope of the research.

1. **Background**

The interaction between teachers and learners is one of the most important activity in the classroom. Whether helping learners to acquire basic skill or a better understanding to solve problems, or to engage in high-order thinking such as evaluation, questions are crucial. For teachers, questioning is a key skill that anyone can learn to use well. Similarly, ways of helping teachers develop their own ability to raise and formulate questions can also be learned. Raising questions and knowing the right question to ask is an important teaching skill that teachers need to be taught.

According to Kathleen (2015) there are difference between question and questioning; question is any sentence which has an interrogative form or function, while questioning is an action of asking questions. In most classrooms, questioning remains the common strategy for eliciting responses from students during the whole class teaching. Therefore, questioning may be identified as one of the most popular in­structional strategies in the classroom. Questions are the most common form of interaction between teachers and students in classroom teaching and learning process. Shen and Yodkhumlue (2011) argue that during the process of teaching and learning, teachers’s questioning plays a crucial role. Moreover, Meng et.al (2012) argue that question-and-answer activity is viewed as the most common form of communication between students and teachers in the classroom. Question and answer sequence is not only about the transmission of facts or managing classes but is rather the interactions between the teachers and students in the classroom where the teachers co-constructs learning with students and building on what learners already know.

In terms of teacher’s questions, Meng cited by Tsui (2012) claimed that teacher’s questions are all types and structures of utterances classified, either syntactically or functionally, as questions asked by teachers before, during, and after instruction in order to elicit responses from the students. Teachers questions may serve different functions which are listed by such researchers in Meng (2012) as Brown and Wragg (1993) “to arouse interest and curiosity concerning a topic; to focus attention on a particular issue or concept; to develop an active approach to learning; to stimulate pupils to ask questions of themselves and others”; Nunan and Lamb (1996) “to check learners’ understanding, to elicit information, and to control their classrooms”; Kong (2001) “to find out what pupils do or do not know and understand; to remind them about work completed in a previous lesson; to challenge, stimulate and develop their thinking”; Brualdi (1998) “to keep their learners involved during lessons; to express their ideas and thoughts; to enable learners to hear different explanations of the material; to help teachers to evaluate their learners’ learning and revise their lessons when necessary”.

The researcher conducted the study based on the preliminary study that has been done at SMP Negeri 40 Makassar. The researcher found that there were two classes that have different interaction; active and passive. The researcher then presumed that the situation maybe because of the questioning strategies that the teachers use on that class; the students became more active because the teachers actively in asking the question to check the students understanding. Questions raised by teachers and students replied, this is an important component of the teaching learning process which enables teachers and students to communicate. Asking and answering questions create an interaction in the classroom and this interaction has been considered a significant means of teaching and learning. Good questions are directed toward learning and evaluative thinking, rather than determining what has been learned in a narrow sense.

Questions provide opportunities for teachers and students to become involved in productive dialogue. According to Yuliawati (2016), she said that question refers to any idea that requires a response from the listener or audience to ask information or to test knowledge. Teachers gives some questions as a tool of source to know whether the students understand clearly about the subject or not. Teachers’ questions are significant values for many instructional purposes, eliciting students’ reflection and challenging deeper students understanding and engagement in the classroom. A question proposed by teachers can promote students’ learning, participation and thinking. Thus, as for the functions of questions, teachers could get more information everything about the students. Question as a basic way to stimulate student thought and to guide the development of knowledge. Questions are also used to encourage students to express themselves orally and also motivate the students. In short, teachers can use questions to help students build understanding and think critically and creatively. Through the art of questioning, teachers can unlock the hidden potentialities of the students and obtain teaching more effectively. Good thinking is prompted by good questions rather than correct answers.

One thing that teachers should not ignore and pay attention is the role of teachers’ questions and strategy in English teaching process because questioning strategies are very important in order to affect the students’ learning process. That is why in achieving the goal of teaching, teacher’s questioning strategies must be viewed and applied because teacher’s questioning strategies in interaction is one of the factors that should be considered by the teachers to make an effective process of teaching and learning. It must be applied in a good way as a teaching device in teaching learning interaction. It required knowledge of type's questions, strategies, and the art of questioning skill.

The quality of teachers’ questions determines the quality of students' critical thinking. The art of asking questions in the class is one of the fundamental skills of good teaching (Khan & Inamullah, 2011). Accordingly, in order to teach well, teachers need to deliver the question well; and that good teachers ask good questions. In the classroom context, teachers are supposed to have much knowledge and experience, they are the guiders in the classroom learning activities, and therefore to enjoy more authority over students and have more power than students. So that, effective teachers are certain to have deep understanding of the types and techniques of question they ask every day in the classroom.

Based on the statement above it can be summed up that the aims of this research are to find out into teachers in classroom interaction especially in asking the questions. The teachers should understand that asking question in EFL classroom is not an easy task and it is an essential thing to do by every teachers in teaching. Regarding to the statement above, teachers should be aware of questioning strategies and how they can be used for different purposes to make the interaction between the teachers and students go well. It may depend on how teachers’ questions are contributed. The success of teaching English as foreign language in the classroom refers to the application of questioning strategies by the teachers. That is why in achieving the goal of teaching, teachers’ questioning strategies must be viewed and applied because teachers’ questioning strategies in interaction is one of the factors that should be considered by the teachers to make an effective process of teaching and learning.

From the background above, it is fundamental then to include all the elements of teachers’ questioning strategies in teaching to be successful in achieving the goal of teaching process. From the explanation above, the researcher interested to formulate the researcher under the title “An Analysis of Teachers’ Questioning Strategies During the Classroom Interaction at SMP Negeri 40 Makassar”.

1. **Problem Statement**

From the background above, there are some questions that the researcher be formulated. The questions were:

1. What are the strategies used by the teachers in questioning at SMP Negeri 40 Makassar ?
2. What are the teachers’ reason in using questioning strategy at SMP Negeri 40 Makassar ?
3. What are the effects of questioning strategy used by the teachers on students’ response?
4. **Objective of the Research**

This research talk about questioning strategies in teaching EFL classroom. The objectives of this research were:

1. To find out the questioning strategies in teaching EFL classroom.
2. To know the reason of using questioning strategy in the classroom.
3. To know the effects of questioning strategy used by teachers on students’ response.
4. **Significance of the Research**

The results of this research are expected to have positive contributions to the development of teaching and learning in the classroom as mentioned as follows:

1. It is expected to be useful and valuable information for teachers related to the strategies and the effects of questioning strategies on the classroom interaction.
2. It is expected to give valuable contributions especially for English teachers to engage learners’ attention in improving their verbal responses and evaluating learners’ progress
3. It is expected to be useful for the improvement of teachers’ questioning in EFL classroom.
4. **Scope of the Research**

The scope of the research is viewed from three aspects:

1. By discipline, this research used teaching English as the foreign language as the major of developing theory.
2. By content, this research discussed about teachers’ questioning strategies as a part of teaching English as a foreign language. This research focused on questioning strategies which applied in classroom by using discourse analysis method through class observation.
3. By activities, this research took the sample from SMP Negeri 40 Makassar. The data took from observation in the classroom, audio recording and interview. Then, data from observation, audio recording analyzed by transcribed the data into written from.