**CHAPTER I**

**INTRODUCTION**

This chapter provides the background, problem statements, objectives of the research, significance of the research, and scope of the research. The few detail explanations about all points above will be discussed as the followings.

1. **Background**

English as a foreign language, English has become much popular especially in entering the new globalization era. As an international language, English has become a need in the world of education. In this case, English can be introduced from elementary school level up to higher education level and university.

In teaching learning English, there is a process which is called asking or giving question. It can be from the teacher to students or the students to the teacher. Questioning to students must be applied in questioning strategies.

Questioning strategies are the ways which are used to ask something to 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 question. So there must be an interaction between teacher and students, and then followed by feedback from the students.

In teaching learning process, sometime a teacher only do teaching without questioning. It can be caused from many factors namely; they are in hurry, they do not understand well the material, they do not care to the students, or they are lazy. All the cause make negative effects and can affect the students’ achievement and the quality of teaching.

Therefore, to avoid the negative effects for students and the teaching learning process, teacher should apply questioning in the class teaching, the teachers must become actively familiar with the whole range of question forms in English. Furthermore, one thing that teachers should not ignore and pay attention to is the role of teachers’ questions and technique or strategy in English teaching process because questioning strategies are very important in order to affect the students’ learning process in studying English which is still quite unfamiliar for them. It means that teacher should understand that asking questions in EFL classroom is not an easy task and it is an essential thing to do by every single teacher in teaching.

Regarding to the statement above, teachers should be aware of questioning strategies and types and how they can be used for different purposes to make the interaction between the teacher and students go well. It may depend on how teacher’s questions are contributed. Teacher’s questions play an important role for the students to learn the target language. Furthermore, the success of TEFL in the classroom refers to the application of questioning strategies by the teachers.

According to Gattis (2002:41), question is one of the most important tools in guiding and extending students’ learning. It can help the teachers to develop their own strategy to enhance the students work and thinking. Therefore, it will be effective when it allows students to become fully involved in the learning process. In terms of lesson planning, teachers significantly think about the types of questions for students. The teachers likewise need to clear the goals of questions to their students. Therefore, through this process, lesson plan will help teachers to plan good questions along with effective answers session.

According to Gall (1970), teacher’s questions are crucial inputs in fostering the intellectual development of the students. The art of questioning and the types of questions teachers’ considerably enable students to connect concept, make inference, increase awareness and deepen their level of knowing and understanding.

Recent research on questioning in teaching English based on teacher’s questioning strategies in the classroom interaction by Chaudron (1988) states that “the tendency for teachers to ask many questions has been observed in many investigation”. It means that the percentage and the frequency of questioning activity are high in the language teaching. Furthermore, it is presumed that the students likely show high interests and attention towards the teaching activity which utilizes questioning strategy. Following this, questioning strategies used by teacher then can stimulate students to be much involved in language 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; thereby, it was urgent to do the research relate to implicated questioning interaction in classroom. 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. Therefore, talking this into account, the aims of this research was to look into how teachers asked questions, their questioning strategies, and types of teacher’s questions that was often asked by teachers.

From the background above, it is fundamental then to include all the elements of teacher’s question strategies in teaching to be successful in achieving the goal of teaching process. From the explanations above, the researcher was interested to formulate the research under the title “***English Teacher’s Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu”.***

1. **Problem Statements**

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

1. What are the strategies used by the teachers in questioning at SMAN 1 Bontomarannu?
2. What are the reasons for the use of questions by the teachers in teaching EFL classroom at SMAN 1 Bontomarannu?
3. What are the effects of questioning strategies on the students’ learning activity in teaching EFL classroom at SMAN 1 Bontomarannu.
4. **Objectives of the Research**

This research explored about teachers’ 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 find out the reasons from the use of the teachers’ questions in teaching EFL classroom.
3. To find out the effects of the questioning strategies on the students’ responses and students’ learning activity in teaching EFL classroom.
4. **Significance of the Research**

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

1. It was expected to be useful and valuable information for teachers related to the types and the effects of questioning strategies in the classroom interaction.
2. It was expected to give the value contributions especially for English teachers to engage learner’s attention in improving their verbal responses and evaluating learner’s progress.
3. It was expected to be useful for the improvement of teacher’s questioning skill in EFL classroom. Furthermore, the researcher hoped this research could be one of the references for the other research.
4. **Scope of the Research**

The scope of this research was viewed from three aspects:

1. By discipline, this research used teaching English as the foreign language (TEFL) as the major of developing theory.
2. By content, this research discussed about teacher’s questioning strategies as a part of teaching English as a foreign language. This research focused on teacher’s questioning strategies which involved the functions and the types of questioning and how teachers’ questioning applied in teaching EFL classroom by using discourse analysis method through class observation.
3. By activities, this research took the sample from SMAN 1 Bontomarannu. It was observed through classroom observation. The data was taken from observation in the classroom, video recording and interview. Then, data from observation and the video recordings were analyzed by using discourse analysis. Furthermore, data from the interviews were as additional data to complete the results of this research.