

CHAPTER I

INTRODUCTION

1.1 Background of Study

Classroom interaction is an interaction or relationship that occurs both as verbal and non-verbal interaction involving teacher and students or between students themselves. Interaction in the classroom in this context is in the process of teaching and learning. This is in line with Hitchcock and Hughes in Brown (2001) that concerned with the importance of interaction, classroom interaction itself is defined as the communication patterns between teachers and pupils and pupils with pupils. Goronga (2013) asserts that classroom interaction makes the students participate in the teaching and learning process. It means that classroom interaction encourages students to be more involved. The interaction in the classroom is very important because a good learning process is a learning process that is alive and dynamic.

The role of classroom interaction is needed to create an effective learning. In the context of the learning process, the teacher has a very important role in classroom interaction. The role of teacher in creating classroom interaction is started from preparing everything that is required in the learning process such as materials, instructional media, and teacher's readiness in teaching. The next role is to stimulate the ability of students in early learning process as a warming up so that students will be full engaged in facing the learning process. Deeper, in relation to the classroom, teacher should be able to ensure that the learning interaction is two-way and effective interaction. Class should be dynamic.

By the end of the process, the teacher can provide a comprehensive evaluation of the whole process of learning and more particularly on classroom interaction. In the context of evaluating, teacher must do self-assessment to evaluate his ability for the improvement in the future.

This is line with Creemers and Kyriakides (2008) who contend that classroom interaction is really related to the teacher's style. The correlation appears at more the teachers use teaching style, the more the teacher knows how to make the students involve in the classroom interaction. It means that the teacher is the key figure who will make the students participates at the classroom interaction actively and purposefully. Furthermore, Khan in Putri (2014) claims that classroom interaction contributes to the students being active in the learning process. It means that when the teacher gives chance to the students to talk, the students will be enthusiastic to participate at the learning process.

One of the ways that can be used in creating a good classroom interaction is through the teacher's ability to manage questions. Ability to manage questions may also be called the questioning strategy. Teachers should prepare good questions that are able to make students interested in giving respond. In the context of teaching foreign language, a teacher must create a good classroom interaction. This is in line with the opinions of Yubin (2004) that questioning, currently, is one of the most effective teaching strategies in classroom environment. The strategies have been used so extensively that they can nearly satisfy foreign English learners of all ages and stages in any English learning setting. Thus they become a necessary part of the English teaching and learning

activities. In another research, Ma (2008) in his research on the skill of teacher's questioning in English said that raising questions effectively is a major method of the teacher who guides his students to think actively, fostering students' ability of analysis and creation. It is also an essential way for the teacher to produce information and obtain feedback, and an important channel to exchange ideas between the teacher and students. Chan et.,al (1995) stated that teacher questioning is an important and ubiquitous activity in the classroom. In ESL/EFL class, teacher question are predominate in the input and become an extremely important aspect of teacher-pupil interaction

Furthermore, students will benefit from the improvement of teacher-student relationship if questioning strategies were used reasonably in teaching-learning process. The strategy affects the way of how students respond to the questions given by the teacher. If the questioning strategy used by the teacher can attract the attention of students to develop their ideas and thoughts so we can assure an effective learning process. Questioning strategies provide opportunities for the students to think and develop ideas into a series of systematical structure so that they are able to answer the question given with the logic answer. Questioning strategies can also improve students' critical thinking skills.

Since learning a language takes a lot of strategies to achieve a success of language learning itself, it can not only be supported by in-depth understanding of the material, but also should be coupled with the continued practice. Practice in this context is to grow and develop student's activeness to express their ideas both in writing and even more in the form of verbal or using his speaking skill.

Therefore, through questioning strategy used by teachers, it is hoped that the student's language skill is improved. In connection to the explanation, in this study the researcher wants to pay attention to the classification of teacher's questioning strategies used in the learning process or in the classroom interaction and investigate how they perceive of those questioning strategies.

Overall, based on the explanation above this study will try to investigate teachers' questioning strategies during class interaction in speaking course/subject and the teacher's perception of their questioning strategies. Then, as the result, this study is expected to be beneficial for the teachers in delivering questions for more interactive learning. Moreover the teachers could also apply various questioning strategies that can help them to elicit the student's responses during classroom interaction and the main purpose is that the student's active in language learning can be developed so that their speaking skill can be improved.

1.2 Identification of Problem

The identification of problem based on the background above are:

1. Questioning, currently, is one of the most effective teaching strategies in classroom environment.
2. Suitable questioning strategies that is applied in the classroom can increase the learners' curiosity and interest, stimulate their proficiency, and motivate them to learn the language better.
3. Teachers should prepare good questions that are able to make students interested in responding.

4. Students will benefit from the improvement of teacher-student relationship if questioning strategies were used reasonably in teaching-learning process.
5. Questioning strategies used by teachers can improve student;slanguage skill.

1.3 Limitation of Problem

Based on the identification of the problem, this research is limited in investigating teacher's questioning strategies in speaking classroom interaction. In this case, the researcher observed the question type used by the teacher in English course and investigate the way in which the teacher perceive those questioning strategies.

1.4 Formulation of Problem

This study is conducted to investigate:

1. What are the questioning strategies used by the teachers in the English speaking course interaction?
2. How do the teachers perceive their questioning strategy?

1.5 Objective of the Study

Related to background above, the objective of the study are the following:

1. To investigate the questioning strategies used by the teachers in students' English speaking course interaction.
2. To investigate the teacher's perception on their questioning strategies.

1.6 Significance of the Study

The writer hopes that the result of the research can inform about the teachers' questioning strategies in classroom interaction. The writer hopes that the research will be beneficial for teacher and students.

1. For the Teachers

This research can support the teacher to develop the questioning strategies in classroom interaction.

2. For the Writer

The writer will understand more about teachers' questioning strategy in classroom interaction. The result of study can be a reference for other writers to investigate the teachers' questioning strategies in classroom interaction.

