

CHAPTER I INTRODUCTION

This chapter describes several things encouraging the researcher to conduct this research. The first is background that elaborates the phenomena and statements related to the reason in conducting this research. The second is formulation of the problem. The third is operational definitions that explain several terms related to the topic. The fourth is aims of the research that will be achieved, and the last one is the uses of the research that are divided into three parts; theoretical, empirical, and practical use.

A. Background

Questioning strategies are one of the important techniques to be mastered by the teacher. When the teacher wants to create conducive and effective teaching and learning process, this technique is suitable to be used. According to Chin (2004, p.107), "Questioning is key to active and meaningful learning." Further, Ma (2008, p.93), "Classroom questioning is the main part of classroom teaching, and is one of teaching method to get the aim of classroom teaching." It means questioning technique is vital in the teaching and learning process. Questioning strategies are usually applied for some reasons for examples to know the students' ability, to check whether the students understand the material which has been taught etc. In some classrooms, over half of class time is done with the question and answer exchanges. It can be understood because if questioning is used effectively, there are some advantages teacher can get, They are: "stimulating and maintaining students'

interest, encouraging students to think and focus on content of the lesson, checking students' understanding, encouraging student participation in a lesson (Richards & Lockhart, 1994, p. 185)." It means teacher can get some advantages by using this strategy.

Asking questions especially in classroom activity is not an easy task. Creative ideas and knowledge about questioning are needed by the teacher. According to Tolfeson (as cited in Moghadam & Barjesteh, 2014, p.651), "Asking questions in EFL classroom requires knowledge of the types of questions, strategies and the art of questioning skills." Mastering knowledge of the types of questions, strategies and the art of questioning skills is not enough. Teachers also have to adjust the questions they use with the learning objectives or level of students they taught.

This study is relevant with the research conducted by Sari (2014) who investigates teacher's questioning strategies and the most dominant questions which appear in the classroom activity. The research result showed that most of the time in the classroom, the teacher used descriptive questioning strategies. From the data analysis, it can be concluded that compare contrast questioning strategies were suitable to be applied in teaching junior high school students (p. 1). Shirley's research was emphasized on the types of the questions using Chin's theory, but she didn't investigate questioning strategies are used by the teacher in teaching process. This study aims to find out the questioning strategies used by the teacher

in teaching process. The researcher hopes this research can contribute to develop English teaching and learning in the future.

B. Formulations of the Problem

Based on the problem above, the writer formulates the problems of the research, as follows:

1. What kinds of questioning strategies are used by the teachers in the teaching process?

C. Operational Definitions

To avoid misunderstanding about the term used in this research, the writer explains some definitions related to the title, as follows:

1. Teaching English Process : The activity or process of gaining English language knowledge or skill by studying, practicing, being taught, or experiencing something.
2. Questioning Strategies : Technique used by the teacher in control the classroom interaction of teaching and learning process of English.

D. Aims of The Research

The purpose of this research is to find out questioning strategies used by the teachers in the teaching process at Senior High School in Tasikmalaya.

E. The Uses of The Research

The result of the study is expected to provide benefits, as follows:

1. **Theoretical Use** : This research adds information about teacher's questioning strategies in teaching English at one of senior high school in Tasikmalaya.
2. **Practical Use** : This research is beneficial for the teachers to know the teacher's questioning strategies in teaching English.
3. **Empirical Use** : This research completes the previous research about teacher's questioning strategies and enriches the writer's knowledge about teacher's questioning strategies.