

## **CHAPTER I**

### **INTRODUCTION**

In this chapter the researcher, explain about several theories related to the research. They are background of the research, statement of the problem, objectives of the research, significance of the research, scope of the research, and operational definition.

#### **1.1 Background of The Research**

Along with the continued passage of the current globalization. Almost everything has no restrictions. Similarly, the use of language between countries. That's why English language was crowned as the language of communication the world or international language.

In this era, expertise in using the English language is very necessary and profitable for all people from different walks of life. The need of using English language also have an impact in Indonesia. In various school in the each level make English as a foreign language that must be learned.

As the lessons are included in the learning mandatory. Teachers should really consider and pay attention of the learning process. Included strategies of the learning process is asking question. Question strategy is used from the teacher to find out the extent to which students are able to receive the lesson are mainly English to obtain the goals of the learning process. Teachers should be able to find out how students perceive the material provided, must also know the result of the students based on the question. With such capable occurrence of interaction between teachers and students is able to make the process of learning and teaching to be effective.

In the process of teaching and learning, the teacher just giving the material without providing questions to their students, due to it the learning process becomes less effective. There are several factors that the teacher gives only material without describing the question that is like, in a hurry, it could also be due to lack of understanding of the material or also being lazy. It is the negative that must be removed so that the quality of teaching can be effective. Therefore

the teacher should apply the strategy asks for improving the quality of learning. By applying, the strategy of asking the teacher is also able to establish communication and familiarity with students in order to be able to know the extent to which students understand the material and capable of achieving the objectives of the process of teaching and learning.

The importance of this teachers' questioning strategies is teachers need to know how his question strategy and its uses, so that the learning objectives are reached and are able to make an active interaction between teachers and students to be effective. According to Gattis (2009) the question is one of the most important tools in guiding and expanding students' thinking skill. This can help teachers to develop a strategy of asking question to increase the thinking and the task of the students. The students can involve in the planning process of learning that would be very effective. So the teacher will think about the question strategy and know clearly the purpose of the teachers' questioning strategy in order to be able to plan a good question with an effective answer to the session.

Teaching English in many of the latest research based literature in the classroom with the use of strategies of teachers' question by Chaudron (1988) states that: "The tendency of the teacher to ask questions has been observed on a lot of investigations". This way can happen because the students allegedly showed very high interest with usage the teachers questioning strategy". Make of stimulating students to think more critically and able to engage actively in the process of teaching and learning. In addition, this strategy should be applied, as it is one of the factors that should be considered able to make the teaching and learning process is active and effective. Finally paying attention to the teachers' question that a strategy is very important then this research aims for a deeper look at how to use the strategy of asking teachers and those types of questions from teachers who are often questionable.

Therefore, because on the fact. The tendency from the benefit of a strategy of the teachers' question strategy is considered in the delivery of the material. Although sometimes teacher forget that. From the interesting phenomena of the teachers' questioning strategy, the writer will study about teachers' questioning

with question gives. In the end of writer made a study entitled: "An Analysis of Teachers' Questioning Strategy in English Classroom (a qualitative case study of English teacher in SMK NU Ma'arif Kudus)".

### **1.2 Statement of the Problem**

From the explanation of background on the research, there are three statement of the problem:

1. What are the questioning strategies used by the teachers of SMK NU Ma'arif Kudus?
2. What are the reasons of using the questioning strategies by the teachers of SMK NU Ma'arif Kudus?
3. What are the opinions by using the questioning strategies on teachers' talk used by the teachers of SMK NU Ma'arif Kudus?

### **1.3 Objectives of the Research**

Based on the statement of the problem, there are three objectives of the research:

1. To find out the questioning strategies used by the teachers of SMK NU Ma'arif Kudus.
2. To know the reasons of using the questioning strategies by the teachers of SMK NU Ma'arif Kudus
3. To know the opinions by using the questioning strategies on teachers' talk used by the teachers of SMK NU Ma'arif Kudus

### **1.4 Significance of the Research**

The results of this research are expected to be used theoretically and practically as follows:

1. Theoretically
  - a. The results of this study are expected to expand the skills of teachers in the use of strategies of teacher's question in English class.
  - b. As a reference for other researchers who want to learn to use the strategies of teacher's question in English class.
2. Practical
  - a. The results of this study are advised to implement a strategy to improve the teacher questions of interaction of students in an English class.

- b. The use of strategies of teacher's question in English class can determine the extent to which the students are familiar with learning in teaching-learning process

### **1.5 Scope of the Research**

This research focuses on the questions by the teacher in the learning of English in class. All types of questions strategies have been noted. In addition, the study also focused on the teachers talk, all types of questions is recorded. Questions are not always exactly as teachers expect. So before class begins, the researcher asks the teacher about the expectation toward the process of learning. The question in the class will compare with the expectation of teachers. The subject that is examined is an English teacher in SMK NU Ma'arif Kudus of eleventh grade students of SMK NU Ma'arif Kudus.

### **1.6 Operational Definition**

Based on the title of which was taken on the research, the researcher provides operational definitions by providing some keywords, such as:

1. Teachers' questioning strategies is a method of teaching that allows the occurrence of two-way communication that is intended to ask teachers can stimulate students and guide in achieving the success of learning.
2. English Classroom is a room that is used to learn in school. Especially in English language.