

CHAPTER I

INTRODUCTION

A. Background

Using questions to teach is one of the strategies that has been applied for centuries. According to Gattis (2002:41, as noted by Sujariati, Rahman, and Mahmud, 2016), a question is one of the most important tools in guiding and extending students' learning. It can help the teachers develop their strategies to improve the students' work and thinking. Teachers often use questions to stimulate the recall of prior knowledge, promote comprehension, and build critical thinking skills during a teaching and learning process. That is why questions have become a popular way of teaching and learning activities. Indeed, questions are varied, but the right questions are to promote learning and to motivate students to learn more not to test them by asking the question when they are not ready. Poor questions can demolish learning, can create confusion, can intimidate students, and can reduce their creative thinking. That is why teachers need the strategy to create an effective question to motivate their students in a learning process.

In the teaching and learning process, there are some strategies that can be applied by the teachers in improving students' motivation in learning English. One of the strategies is a questioning strategy. Questioning strategy is the question that is asked by the teachers to motivate the students in a learning activity. Harvey (2000) has argued that "questioning strategy is most effective when it allows students to become fully involved in the learning process". It means that the

students would be motivated in learning when teachers use a questioning strategy in the learning activity.

In the teaching and learning process, sometimes teachers only teach without questioning. Some factors for it are because they are in hurry, they do not well understand the material, they do not care about the students or they are lazy. Brown (2001) suggests that one of the best ways for a teacher to be an initiator and sustainer of interaction is by employing questioning strategies in the teaching and learning process.

This should also happen at LKP (Course and Training Institute) el-Ris Ternate where teachers have to apply questioning strategies during the teaching and learning process to increase students' knowledge and students' motivation in learning English. In this case, the researcher also conducted research at the LKP (Course and Training Institute) el-Ris Ternate about the teacher's questioning strategy. In this study, the researcher used the teacher's questioning strategy to find out the teacher's strategy of asking questions at the el-Ris Ternate LKP (Course and Training Institute) and increase students' motivation when asking questions in English learning activities in the classroom. Based on the experience of researchers studying Kurusus at LKP (Institution of Courses and Training) el-Ris Ternate, researchers found that students were more interactive when the teacher asked more questions. For this reason, researchers tried to conduct research at the LKP (Course and Training Institute) el-Ris Ternate.

This strategy has become an important strategy to help teachers to motivate their students during teaching and learning activities. By applying a questioning

strategy, the teachers know what they are going to ask their students at a classroom learning activity. Moreover, the strategy of the question the teachers apply must be interesting questions so that students want to respond and to make them motivated in learning English. To ensure that a question will attract students' attention, it should be open-ended, with more than one appropriate answer. The questions would stimulate thought and lead to discussion or debate, which in turn would lead students into learning new information.

B. Scope of Research

This research focuses on how do English teachers use their questioning strategy to make students interactive in the teaching-learning process of classroom interaction in the LKP (Lembaga Kursus dan Pelatihan) el-Ris in Ternate for English subjects. The researcher aims to see the question strategies used by the teacher during class interaction.

C. Statement of the problem

Related to the above background, this study aims to analyze the teacher's questioning strategy during class interaction in the LKP (Lembaga Kursus dan Pelatihan) el-Ris in Ternate as the subject matter of this research. To get the data, the researcher formulated the research questions as follows: What are teachers' questioning strategy used at LKP (Lembaga Kursus dan Pelatihan) el-Ris in Ternate?

D. Research Objectives

Based on the problems above, the purpose of this research is formulated as follows: To find out the questioning strategies that English used by teachers at LKP (Lembaga Kursus dan Pelatihan) el-Ris in Ternate class interaction.

E. Research Significance

The significance of this study could be in terms of theoretically and practically.

1. Theoretically, This Research is expected to enrich the literature on classroom activity, questioning, and its responses to the language learning process.

2. Practically:

- a. For Students

Through the teacher's questioning strategies the students it is expected that students could be more interactive. To make the students improved their ability to speak to each other actively. The researcher expected that all the students could enjoy when they learn English, they could be more interesting to answer the teacher's questioning and they also would get clearly information.

- b. For Teacher

For English teachers who are directly involved in the teaching and learning process in order to make the teachers able to anticipate those problems in their teaching, the teacher also got an effective way and efficient in teaching in the classroom and make the students get information clearly.

- c. For other Further

This research may also give inspiration for the other researcher to research the same issues which are related to the implementation and development of teachers' questioning strategies in order to develop the quality of the education field in the future.