

CHAPTER I

INTRODUCTION

1.1 Background

Teaching and learning are reciprocal and multi-dimensional process both of which affect each other and are important components in educational contexts. In this context, Teachers and students learn from one another as they build up an environment of learning in a class. Setiyadi (2006:21) stated that teaching and learning process is condition which is created by the teacher. Teachers create the condition to bring students to achieve the goal. Materials are ideas or information that is used as an activity in teaching and learning process. Therefore, teacher and students are involved in an instruction by using materials as a medium of instruction. Based on the statement above the writer would like to say that teaching and learning process is organized by the teacher. Talking about teaching and learning process, as a teacher before he or she teaches, he or she must examine the students to get the students attention in learning. In teaching and learning classroom as a teacher, during his or her teaching process teacher asks some question to exchange student attention and check students understanding.

Questioning is very important in language classroom as it is the tool to interactive learning (Xuerong 2012:1-7). Gagnon & Collay (2001:74) state that Questioning is an art that require thought and practice. By asking questioning the teacher will applying constructivist learning principles that requires teachers to move away from asking student to recall specific answer to asking question that will

encourage students thinking. Questioning is a type of sentences express in a form that requires (or appears to require) an answer. Types of question asked by English teacher in teaching learning process are important part of any teacher's daily interaction with their student (Anderson and Susan, 2006:17).

Based on the explanation above, the writer would like to say that questioning is very important in teaching and learning process. It should be considered and applied by teacher in classroom to help students in understanding to what has been taught and learned. Based on the writer observation at pre-elementary study, in Teaching and Learning process at SMP Negeri 1 Taebenu students have problem in answering questions asked by teacher that make students confuse to answer. The teacher gives in appropriate question connected to the given materials so, that the students become less active in thinking to answer. Therefore the writer is very interest to describe question asked by English teacher while teaching English process. Based on the statement above, the writer wants to conduct a study entitled: **“A Descriptive Study on Classroom Questioning Strategy applied by English Teacher AT SMP Negeri 1 Taebenu”**.

1.2 Research Problems

A good part of research process deals with obtaining good answer of the phenomena. The process involves asking good question or adequately identifying problem or phenomena to be investigated (Djahimo, 2013:9). Based on the statement above, the problem can be formulated in the following questions as follows:

1. What are types of questioning strategy delivered by English Teacher during learning process?
2. What are the aims of the questioning asked by the teacher?

1.3 Aims of Study

The aim of study means that the purpose of doing something. Therefore the aims of studies as follows:

1. To find out types of questioning strategy delivered by English teacher at SMP Negeri 1 Taebenu.
2. To find out the aim of questioning asked by English teacher in learning English at SMP Negeri 1 Taebenu.

1.4 Significance of Study

There are two benefits of this research of implication and application point of view. Both of them are explained as follows:

1.4.1 Implication

This theory of Welton and Millan (1990:190), Questioning strategy is a type of sentences expressed in a form that requires (or appears to require) an answer.

1.4.2 Application

- a. The result of this study is expected to give information to the readers about types of questioning and aim of questioning asked by English teacher in learning process.

- b. The finding of this research will be useful as supplementary materials for those who are interested to analysed types of questioning and the aim of questioning and learning process.
- c. The finding of this research will help readers to know more about types of questioning and the aim of questioning asked by English teacher in English teaching and learning process.