

## **CHAPTER 1**

### **INTRODUCTION**

This chapter consists of background, research problem, aims of the study and the significance of study

#### **1.1 Background**

Questioning is one kind of teaching active procedure. Questioning takes up most of teacher's talk which has been improved to have a great influence in classroom interaction. As Lochart (1996:185). Stated that questioning is one of the most common techniques used by teacher and served as the principal way in which teacher's control of the classroom interaction. Questioning is also a conductive media in achieving the goals on the learning process, because asking questions is a natural feature of interaction and communication. An effective question is a major method of the teachers who guides his students to think actively, fostering students' ability of analysis and creation. Questions which are asked to the students by teacher are very useful in order to manage the class, to engage students with content, and to increase students' understanding in completing the using of English a foreign language.

Strategies in questioning are used to give guidance for teachers in giving questions to students. As cited in Tekene(2006) states that type of questions which are used and formulated by teachers are very important processes for students' achievement and their level of engagement in teaching and learning.

Scaffolding strategy is a teaching strategy which can encourage both teachers' and students' creativity in teaching- learning process. By implementing this strategy, teacher will be more creative in improving the teaching technique since the appearance of student's learning problem in the different situation may needed different treatment in solving it. The certain treatment of aids that teachers gives to the students will also motivate the students to develop their own ideas about their learning problem in comprehension text (Tayebipour, 2015).

Although teacher questioning is significant to students, learning- generated questions are of oven greater imprtance to comprehension of texts. Harvey and Goudvis (200,82) wrote' " a reader with no questions might just as well abandon the book". Gunning (2000,230) referred to questions- generating as an affective strategy that transforms the reader from passive observer to and active participant. Additionally, it fosters active awareness of the comprehension process. On the issue of providing opportunities for students to ask questions in the classroom, Harris and Sipay(1999) asserted that providing opportunities for students to ask questions is tantmount to allowing them to assume responsibility for their own learning, thus becoming independent learners.

There is converging evidence that students who generate their own questions improve their comprehension in comparison to those who merely answer the teachers' questions (Sipay, 1990; pressley, 2000) s Miller, 2000; Tabaoda & Guthr, 2006). Research also says that the is an interrelationship

between students' search for information is based on their exiting knowledge structure. Their exiting prior knowledge can be activated through reaing questioning. Students – generated questions at the reading stage activated prior knowledge, which ultimately aids comprehension ( Guthrie, 2006).

Students' ability to comprehend texts is also in some Senior High school students in indonesia most first year students still encounter difficulty in dealing with reading English text. They therefore, need appropriate instruction for teachers. In this case, teachers shoulth help students play a role as additional power to gear students' ability in improving their reading ability. They should assit the students from the very beginning level. The should help students to move toward a new s kills, concept, or level of understanding by consedering. They are responsible to intiate each new step of learning, building on what sudents currently able to do alone. It is ascaffolding.

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their own language and expreince. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. By reading, people may get a lot of information. The more he/ she reads, the more information he/she will get, reading makes someone smarter and creative as stated by Loaddo (2007).

Reading can easily be defined as the process in which a person receives and interprets a message from printed materials. Reading is the process of how information from the text, and ending with what the reader gains.

Reading forces the reader's brain cells to the reader work on a regular basis, so become sharper and smarter even though some information can be obtained without reading, for example by listening to teacher, seminar, by reading someone who reads a newspaper will get more information than someone who only. Reader can read the text again when he/she forgets or tries to get detail information, cannot. This is supported by Willis (2008) who states that by reading, someone can find the information he/she needs with specific information.

Talking about reading comprehension is one of the pillars of the act of reading, when a person reads a text he engages in a complex array of cognitive processes. The person is simultaneously using his awareness and understanding of phonemes (individual sound "pieces in language), phonics (connection between letters and sounds and relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension.

## **1.2 Research problems**

Based on the background above, the writer stated the problems of this study are:

1. What are the teachers questioning strategies in scaffolding students' learning reading comprehension At Artha Wacana christian University Kupang in Academic Year 2021/2022
2. How did the teachers' implement of using the questioning strategies the scaffolding students' reading comprehension At Artha Wacana christian University Kupang in Academic Year 2021/2022

## **1.3 The aims of study**

The aims this study are to find out the research problem above namely:

1. To find out teacher questioning strategies in scaffolding students' learning comprehension used At Artha Wacana christian University Kupang in Academic Year 2021/2022?
2. To Describe the implement of using the questioning strategies the scaffolding students' learning onreading comprehension At Artha Wacana christian University Kupang in Academic Year 2021/2022?

## **1.4 Significance of study**

### **1.4.1 Implication**

According to Eble (1988) questioning at the end class teaching is mostly used by teachers. Because it is essential to know students' understanding to assess students' learning, to test students' input and evaluate both teachers' teaching quality and the teaching learning process whether have been running or not. For the types of teachers' questioning the writer used the theory from Richards and Lochart in Hamilogluk & Temiz (2012), Tsui in Yang (2010) and Kao & Weng (2012).

### **1.4.2 Application**

This study is expected to give contribution to the following person due to their jobs:

#### **1. The Teachers**

To provide information for teachers' of students ability and things needed by students, especially in academic.

#### **2. The Students**

The result of research will give any consideration to the students that will aware and be responsibility in their assignment.

#### **3. The Research**

Through this study the teacher expected to be useful who want to do research about the teachers' questioning scaffolding students learning reading comprehension.