

CHAPTER I

INTRODUCTION

This chapter present: (1) background of the study, (2) problem of the study, (3) objectives of study, and (4) significances of the study

1.1 Background

In learning English, students have to master four skill especially reading. Reading is a letter or symbol translation method to indicate a meaning in form. Zare (2013) Mention that reading is a cognitive challenge for the reader to engage in a text-based conversation with the author. In addition, Gilakjani (2016) also states that reading is an interactive process that allows readers to build meaningful text delineation through effective reading strategies. In brief, reading is the activity of obtaining information in the written language.

Furthermore, reading is urgent expertise to know and to comprehend the unequivocal message passed on by the writer in composed language. Nunan (1991) state that The interaction between the reader and the text is important to the method, and readers bring their knowledge of the subject matter at hand to this interaction, knowledge and insights into how the language functions, inspiration, interest and attitudes towards the content of the text (p. 65). Mart (2012) also states that Reading will help learners find the new vocabulary they need to talk to. Learners of language will have vocabulary knowledge through reading which will facilitate their speaking performance and develop their use of structure in the

target language. Thus, reading is a significant skill that needs to be dominated by pupils to help them easily obtain information in a written form.

However, there are many problems students encounter in reading. Enhancing students' reading skill in English is not easy. Oakhil (2007), single word reading problems, difficulty in interpreting or sounding word, difficulty in reading sight word and poor phonological processing can be characterized by reading impairment. In addition, Westwood (2008) also states that there are five problems that exist in reading. They include limited knowledge of vocabulary, lack of fluency, lack of familiarity with the subject matter, difficulty in writing (readability), difficulty in processing information, and difficulties in retrieving information after reading. Thus, students have adversities in reading English.

Furthermore, there should be a good interaction in teaching reading. Interaction between teacher and students, students and students are need in the classroom activities taking communicative approach. Wasi'ah (2016) in his research mentioned that in teaching English, creating engagement in a classroom is required. Interaction induced is an significant factor of achievement in explaining the process of Learning. Classroom interaction is considered to be an environment that provides motivation for teachers and students to talk to each other in the teaching and learning process (p. 30). As stated by Adaba (2017), Interaction in classroom used as knowledge building and language skill enhancement. This keeps the learners engaged in the classroom by reducing the mount of teachers talking in the classroom and by increasing the talk time of the learners. The value of contact plays an significant part in the classroom and

outside the classroom (p. 3). That is why, teacher and students must have interaction in classroom to get communicative approach.

Unfortunately, in order to improve interaction in classroom is still difficult, the role of teacher is very important. Teacher has important functions in the learning process of teaching. It is supported by some facts. Brown (2001) states that the teacher can be as controller, director, and facilitator (p. 166-168). As a guide, teacher must decide what students will do, when to speak, and what language type they should use. As a classroom director, teacher is responsible for increasing the enthusiasm of the students to ensure that learning processes are running smoothly. In addition, as a facilitator, instructor can help students make learning processes easier and more relaxed (Astrid, Amrina, Desvitasari, Fitriani & Shahab 2019, p. 92). Briefly, the teacher has important role in classroom activities to improve students' interaction.

One of the strategies which available by teacher to intensify students' ability to interact in classroom is questioning. According to Meng (2012), Questions are the most frequent form of teachers and students interaction in classroom teaching. Hussin (2006), Efficient teachers' questioning is believed to concentrate students' attention on understanding the content of the lessons, stimulate their interest, stimulate their creativity, and encourage them to explore new information (p. 1). Thus, the student's ability to communicate in the classroom would be strengthened by query.

Nevertheless, in order to get the students responses, teachers can need some questioning techniques. William Wilen (1991) specified explicitly There are

nine strategies for questioning in the book "Questions Skills, for Teachers." Ok, those are the 1. Plan main questions to provide the framework and direction of lessons 2. Word questions simply and in particular 3. Adapt questions on the basis of student skill 4. Logically and sequentially, ask questions 5. Ask questions about the variety of levels 6. Follow student responses 7. Give students time to consider before they answer 8. Using questions that facilitate large student participation 9. Encourage students to ask questions (p.10). These methods may be used to ask questions of a kind that may be related or even contrary to the substance of the teaching process.

Richard and Lockhart have categorized the questions on the three forms depending on the position of teacher problems in the classroom, how it can be to involve students on the topic or only to establish contact as opposed to the subject. They are procedural, convergent, and divergent. As compared to the substance of learning, the procedural question relates to classroom procedures and routines and to the management of the classroom. Convergent is an answer often given by "yes/no" or even short answer. It focuses on the recovery of the previous knowledge. The last problem is the topic of divergence. Students ought to be interested in higher-level thought, as opposed to convergent, divergent questions. Therefore, It deserves a longer answer than the converging questions. Variety of engagement in the classroom, which is not limited to questioning and sharing content. This is the explanation why Richard's theory is used in this analysis to answer the teacher's questions.

Based on my preliminary study that I conducted at Islamic junior high school Patra Mandiri Palembang by Interview with one of the English teachers, the teacher said that there was a problem with the interactions in the classroom. Most of students are timid enough to communicate and express their ideas by English in the classroom (R, personal communication, August 26, 2019). Thus, He always gave questions to the students in order to stimulate students' confidence and interact each other in the classroom. This statement is also supported by one of the students that they feel unconscious when they convey their ideas because of fear of wrong (D, personal communication, August 26, 2019).

There are several previous studies which are related to this study. Farahian (2012) showed that the number of questions coded/displayed and yes/no surpassed open/referential questions. Even though the use of such questions appeared to be due to the level of expertise of students, it has been discovered that the low level of ability and lack of experience of the teachers plays a major role in asking such questions. It was also discovered that the reason for the silence or unwillingness of the learners to participate may have been due to the inefficient questioning technique. According to Sujariati (2016), in each teaching session, The teacher used the questioning technique to apply those types of questions and to answer the form of questions. The types of questions used are open/closed questions, the show of questions, reference questions and the recall of questions. The majority questions were open/closed and the questions were presented. Then, Qashoa (2013) showed that in the question type, display questions are used more often

than referential questions, and high frequency questions have been described in the three groups under investigation.

From the explanation above, teacher questioning strategies is very important for teacher. The teacher will ask their students any questions, whether the questions are answered by teacher to an specific students or to the entire class in their classroom will be conducted at Islamic Junior Hight school Patra Mandiri Palembang. Therefore, the research will be conducted with entitle is An Analysis of Teachers' Questioning Strategies on Classroom Interaction in Teaching Reading to The 8th Grade Students.

1.2 Research Problems

Based on the background, the research problems are formulating in the following questions:

1. What are the type of questioning strategies used by the teacher in the classroom interaction in teaching reading at Islamic Junior High Patra Mandiri Palembang to the 8th grade students?
2. What are students perception on teachers' questioning strategies on classroom interaction in teaching reading at Islamic Junior High School Patra Mandiri Palembang to the 8th grade students?

1.3 Research Objectives

Based on the research questions above, there are two objectives of this study as follows:

1. To find out the types of questioning strategies used by the teacher on classroom interaction in teaching reading.
2. To know the students' perception toward teachers' questioning strategies.

1.4 Significance of the Study

This study would support teachers and other researchers. For the teachers, the result of this study will provide teacher information that Questioning has a set of functions and can enable students to improve their level of thought. In addition to knowing the types and techniques of questions is useful information for them to interact in the classroom. Once the types and techniques of questioning have been established, they can try to determine which types and techniques of questioning are acceptable to use in the conduct of classroom interactions.

Second, this study is expected to develop interest and motivate students in learning and to empower students to convince themselves of knowledge and ask their own opinion. The researcher expected that all students to enjoy learning English, they will be more interesting to address the questions of teachers, and they would also receive information clearly.

The last hopefully this research can be a reference to other researchers, the result can be used by those who focus on improving classroom experiences, particularly when using the form of teacher's questions.