

CHAPTER I

INTRODUCTION

This chapter consists of background of study, problems of study, objectives of study, scope of study and significance of study.

1.1 Background of Study

Communication is the most important thing in everyday life. Communication could be done with such things as signs or symbols as well as with language as its instrument. As one of the means of communication, language is one of the tools of communication used by each person to another. Students in Indonesia are required to study a foreign language which is English as a foreign language (EFL). English has been designated as international and is already a compulsory subject in class for students in Indonesia. As we all know how important English is in the age of technology, it is expected that each school will provide effective teaching to achieve a targeted goal.

Foreign languages have been widely spoken and how important it is to people in today's and governments have long allowed the world education to learn a foreign language. Because as a foreign English to students, many students have difficulty using English well. So, here teachers play an important role in EFL's teaching by method of question. The classroom method of questioning is most effective by teachers in English teaching to improve communication between teachers and students. Here researchers are trying to analyze the problem of the teacher's strategy for asking in class and why.

The teacher asks students to help students be active in the class. Learning English is of greater interest when there is a good interaction between teachers and students. Previously, researchers had finished the practice of teaching at schools. Seeing still a few students' lack of enthusiasm in learning English. The common problem in the English learning process is that many of students are silent and less interactive. And this can be seen from the teaching factor of the teachers, where there is less interaction between teachers and students. These interactions relate to the question by the teachers to the students. If the teacher is lacking in asking students then the class will be silent and that of course is a problem. Question-and-answer between the teachers and the students will greatly increase the interaction between the teachers and the students in enliven the atmosphere of the class so it is not monotonous.

Doing a question to students is also one of the motivational creators to think faster and to have curiosity. In addition to being active with teachers, they will be active with others, encouraged to compete in answering teachers' questions as well. Yet many students still have no motivation to be active in learning English. So, here is a role of the teacher in determining the questions should match the situation in the class. Teachers must make strategies and be skilled in asking students and working on reciprocity process. From there the teacher will know if the students already know the material. this research is for aimed at teachers knowing the teachers's strategy of asking.

1.2 Problems of Study

Based on the above background, the researchers are formulating the problem to the study conducted at SMP MULIA PRATAMA MEDAN, which is the following :

1. What strategy of question do teachers used in EFL classroom at SMP MULIA PRATAMA MEDAN ?
2. How is strategy of the questions being conducted by the teacher in EFL classroom at SMP MULIA PRATAMA MEDAN ?

1.3 Objectives of Study

Based on the problem, the objectives of this study are as follow :

1. To find out what strategy of question do the teacher used in EFL classroom at SMP MULIA PRATAMA MEDAN.
2. To find out how is strategy of question being conducted by the teacher in EFL classroom at SMP MULIA PRATAMA.

1.4 Scope of Study

In collecting data for this study , the writer would limit this study to only focuses on teachers strategies in EFL classroom at SMP MULIA PRATAMA MEDAN. The use of this teacher's question strategy relates to the cirtumtances that occur in classroom. The less a student in English has to do with her teacher. Here the writer is interested to investigating the teacher's question of the student that influences the interaction between teachers and students. Because if the teacher asks the student a question, it will spur the student more actively to learn.

1.5 Significance of Study

By doing this research, researchers will find to solve the difficulties that occur to the teachers in an efl class as reflected in the teacher's question. This study provides a better explanation for the teachers who taught EFL who had difficulty teaching an EFL classroom. Researchers here investigated the teacher's strategy question in an efl classroom. It explain that the teacher's question in class play an important role in English learning. Asking students questions will trigger students to be active and train them to interact and create good learning processes. Researchers hope that this study will be useful to teachers who teach EFL classroom. Realizing how important this to every teacher who teach in EFL classroom.

RIVIEW OF LITERATURE

In this chapter, the writer would like to discuss some theories related to the research. there are several research findings, some pertinent ideas, related teories general about teaching learning, teacher strategies, classroom interaction.

revious Research Findings

From the research conducted using questions that involve the teacher and students, the submission of questions directed to students so that they can understand the lesson material in order to achieve learning objectives. Some brief findings are as follows: SittiHawa (2013) in his research on improving the speaking ability of students at SMP Negeri 2 Enrekang through information question techniques. He used class action research and he concluded that the information question technique could improve the speaking ability of students at SMP Negeri 2 Enrekang. Compared with research researchers, researchers used descriptive qualitative methods and only focused on analyzing the question strategies used by teachers in the classroom. lack of practice for asking and answering in oral and written forms and a lack of understanding of asking and answering in English. Especially yes / no questions and questions. So that's why researchers are interested in using word questions to improve students' speaking abilities.

According to Gagnon & Collay (2001: 80) questions encourage recall and facts or information previously given by the teacher and swallowed by students. Questions are not focused on answers but on making students' thinking processes more visible to larger individuals, groups and communities. This approach is intended to support student learning and interaction in class by clarifying students' thinking as they create their own meanings and build shared knowledge because questions are the key to learning.

Ardi (2011) states that teaching vocabulary through dialogue is beneficial for the teaching process. He concluded that teaching vocabulary was beneficial to help students not only improve vocabulary but also improve pronunciation and communicative competence. Compared to this study, Ardi focused on increasing students' vocabulary by using dialogue as one of the question strategies, while researchers analyzed the most common question strategies used by teachers in the classroom.

Darniati (2007) in her research on improving the speaking ability of second grade students of SMP Negeri 2 Bantaeng through information question techniques. He concluded that the information question technique could improve the speaking ability of second grade students of SMP Negeri 2 Bantaeng.

Hanik (2002) in his research on improving the speaking ability of third grade students of Mandar Junior High School using conversation questions. He concluded that conversation questions can improve the ability to speak in the third year of SLTP 2 Mandar.

Chastain in Bachtiar (2006) states that speaking is a productive skill. Thus, the development is done after receptive skills in listening comprehension, and perhaps reading and always somewhat behind receptive skills. The whole process covers a greater period of time to be developed than listening comprehension and consumes more student energy.

Lack of practice for asking and answering verbally and in writing and a lack of understanding about asking and answering English makes students' abilities poor in asking and answering simple questions in English, especially yes / no questions and questions with question words. Therefore, researchers are interested in using question words to improve students' speaking abilities.

Based on the above findings, the researcher concludes that teachers need interesting strategies to make interactive classroom interactions to involve them in the teaching and learning process.