**CHAPTER I**

**INTRODUCTION**

1. **Background of Study**

Interactive language classrooms are very important in teaching foreign languages. The classroom becomes a place of application and practice of the target language. teachers need to create interactive classroom communication and enable students to better learn the target language.

Young learners have special characteristics, therefore teachers cannot predict interactions in the classroom. according to Cameron (2001), young learners are frequently more passionate and active learners. If they don't understand the instructions, they may become excessively quiet or, on the other hand, they may become disorderly. Even if they don't comprehend why or how kids will participate in an activity. They do, however, lose interest more rapidly and are less able to keep themselves engaged in a challenging activity. Teachers must exert more effort in managing young learners' classrooms than in the classrooms of adults.

Teachers' jobs include not only passing on knowledge but also encouraging students to improve their skills. When learners interact, they have additional opportunities to practice the language they are learning. Many activities, such as group discussion, pair work, and asking questions, might help to increase interaction in language learning (Brown, 2001).

Teacher questioning is one of the most common forms of communication used in the classroom. The use of questions as a tool attaches great importance to the early stages (which stimulates students' interest in the subject of the text), encourages students to predict the content of the text, and provides interesting understanding in the classroom (Prabowo & Alfiyanti, 2017). According to (Shaunessy, 2005) questioning activities at school, it can develop several aspects such as critical thinking skills, creative thinking skills, and students' higher-order thinking skills. (Davis, 2005) the questioning strategy can inspire curiosity, stimulate interest, and intrinsically motivate students to seek new information, provided it is used properly.

Any problems that arise in the classroom range from lack of participation in learning, lack of student attention during the learning process, most students doing activities that are not related to learning activities, students do not respond to the teacher's learning methods that have been delivered, students tend to be inactive and do not dare to ask questions during the learning process, lack of ability to ask questions and not being trained how to have the ability to ask questions, and students still have difficulty expressing in English. If they do not understand instructions, they may become too quiet or, conversely, they may become disorganized. According to (Rosyidah, 2018), Building interaction in the classroom is still fairly complicated. Teachers should put more effort into managing young student classrooms than in adult classrooms.

The teacher's job is not only to convey knowledge but also to encourage students to improve their skills. When learners interact, they have additional opportunities to practice the language they are learning. Many activities, such as group discussions, pair work, and asking questions, can help increase interaction in language learning (Brown, 2001). Therefore, provide opportunities for students to develop their language. developing a repertoire of questioning tactics is one of the finest ways to develop a teacher's role as an originator and sustainer of interaction.

The questioning strategy aims to describe the teacher's asking strategy when interacting in class and needs to be analyzed to find out what kind of questioning strategy the teacher uses in class.

* 1. **Reason for choosing the topic**

Questioning strategies greatly affect the success of young learners in learning English, therefore it is very important to carry out an analysis process to find out what strategies are used by the teacher.

* 1. **Research question**

Based on the background of the research above, the research question of this study is:

“What types of question do the teacher use in the classroom?”

* 1. **Aim of the study**

Based on the problems above, the purpose of this study is to find out the types of questioning strategies used by English teachers in young learners during classroom interaction.

* 1. **Scope of the study**

This study focuses on how English teachers use their questioning strategy to make students interact in the teaching-learning process during classroom interactions for English subjects. The researcher aimed to see the question strategies used by the teacher during class interaction.

* 1. **Significances of the study**

The results of this study hope that participants who are in the learning process are most likely to benefit from the findings of this study. This study is expected to increase knowledge and motivate English teachers in their classes. The researcher hopes that students are active, creative, and imaginative in solving problems in class, and the researcher will provide information and become a source of knowledge about the English teacher's questioning strategies.

* 1. **Research Method**

The purpose of this study was to determine the types of questions used by the teacher in the classroom and the purpose of the teacher using these types of questions. then this study uses a qualitative approach. According to Creswell (2007), a qualitative approach to research begins with assumptions, a worldview, and sometimes a theoretical lens, as well as the study of research topics that explore the meanings of individuals or groups assigned to social or human problems.

* 1. **Research Design**

This research is organized as a qualitative case study. The case study, according to Gay and Millis (2009), is a qualitative approach in which the emphasis of the study is on a limited system (eg individual teachers, classes, or schools). This study focuses on one case, namely to see the questioning method used by teachers in their interactions with young students in the classroom.

* 1. **Definition of Terms**

To avoid the possibility of misinterpretation of this research, several terms must be clarified as follows:

1. Questioning strategies are the method of eliciting verbal responses from students.

According to Davis (2005), Curiosity, interest, and intrinsic motivation to learn new things can all be sparked by questioning strategies.

1. Young Learners in this context refer to seventh -graders of junior high school, According to Cameron (2001), young learners are frequently more passionate and active learners.
2. Classroom Interaction refers to the interaction in the classroom between the teacher and the student. this process requires classroom interaction and students’ real involvement to be successfully achieved (Gillies, 2004).