# CHAPTER I

# INTRODUCTION

This chapter introduces the present study. It presents the background of the study, the formulation of the research problem in the form of research questions, the objectives of the study, scope and limitation of the study, the significance of the study, methodology of the study, definition of term, and organization of paper.

## 1.1 Background of the Study

The communication in the teaching and learning activities is carried out by the question and answer between the teacher and students. Meng et al. (2012) argues that question-and-answer activity is viewed as the most common form of communication between students and teachers in the classroom. Questions are one of the essential tools to guide and extends students’ learning (Gattis, 2002). The teacher uses the questioning strategies to review, examine the learning process, and challenge students to think and answer critically. The teacher asks a question that aims to measure students’ understanding and get information from students. However, in young learners’ classrooms, the teacher cannot predict the question-and-answer because young learners have unique characteristics.

According to Cameron (2001), “As learners, children tend to be lively and more enthusiastic.” If the student cannot understand the instruction, they become too silent, or they can also become chaotic. The student will get involved in an activity even though they do not understand how and why. However, they also lose interest more quickly and are unable to stay motivated on challenging tasks. Compared with classrooms for adult learners, teachers must put more effort into managing young learners.

Transferring the knowledge is not only the teacher’s role but also stimulating the proficiency of learners. Once interaction occurs, learners have more opportunities to follow the language they need to learn. In language learning, the interaction can be enlarged by several activities, such as group discussion, pair work, and also giving questions (Brown, 2001). Concerning the importance of interaction, classroom interaction is defined as the communication patterns between teacher and students and students with students (Hitchcock & Hughes, 1989).

An optimal way that could develop the role of teacher as initiators and maintainers of interaction is to develop a scope of questioning strategies. Caesin (1995) states that questioning is any sentence, even with grammatical form, intended to elicit an answer. Teachers need to themselves with the ability to ask questions. Since the students’ answers are principally stricken by the teacher’s questions, particularly within the use of questioning strategies, teacher should consider the strategy in terms of types of questions and questioning behavior (Nunan, 2000). This is important to be considered because applying suitable questioning strategies in the classroom will increase the curiosity and interest of students and motivate them to acquire the language better.

Some researchers have conducted some related studies on questioning strategies. White and Lightbown (cited in Yu, 2010) found that in classroom teaching practice, the most questioning strategies used are repetition, code-switching, and pauses. Blosser (cited in Syarifah, 2017) stated that the teacher could apply several questioning strategies during the class, such as probing questions, factual questions, divergent questions, and higher-order question. Therefore, seeing from these studies, they are focused on the strategies of making question. Questioning strategies are an important factor so that the students can answer questions properly and correctly.

Therefore, regarding the related previous studies, this study tries to investigate the teacher’s uses of the teacher’s questioning strategies in young learners’ classroom interaction, investigate the types of questions given by the teacher, and the effect of the teacher’s questioning strategies on students’ responses. Then, as a result, this study is expected to be beneficial for the teacher of young learners in delivering questions for interactive learning. In addition, the teacher also could apply various questioning strategies to help them elicit the students’ responses in the classroom interaction.

## 1.2 Research Questions

The research questions of the study are formulated in the following questions:

1. What questioning strategies are used by the teacher in young learners’ classroom interaction?
2. What types of questions does the teacher use in young learners’ classroom interaction?
3. What kinds of responses do the students give based on the teacher’s questions?

## 1.3 Research Objectives

Based on the research questions above, the objectives of the study are:

1. Investigate the questioning strategies used by the teacher in young learners’ classroom interaction.

2. Investigate the types of questions given by the teacher in young learners’ classroom interaction.

3. Investigate the effect of teacher’s questioning strategies towards students’ responses in young learners’ classroom interaction.

## 1.4 Scope and Limitation

The researcher would like to limit the scope of the study to avoid misinterpretation of the problem. The scope is presented in the following:

1. This study especially focused on the teacher’s questions and the students’ responses in classroom interaction.

2. This study is conducted to the English teacher and her students in 7th grade of junior high school of Pasirwangi, Garut in academic years 2020/2021

## 1.5 Significance of the Study

Theoretically, the result of this study is expected to give a contribution to English teaching and learning and inform the teachers about questioning strategies in young learners’ classroom interaction so that the teacher could develop the questioning strategies and increase the effectiveness of teaching and learning activities.

Practically, the result of this study can be useful:

1. For the Teachers

This study is expected to be useful and valuable for the teacher to find out students’ learning difficulties and to develop the questioning strategies in young learners’ classroom interaction.

2. For the Researcher

This study can increase the knowledge about the teacher’s questioning strategies. The result of this study can be a reference for other researchers to investigate the teacher’s questioning strategies in young learners’ classroom interaction.

## 1.6 Methodology

The qualitative research approach was employed as a research design. A case study was applied as a guiding principle of the qualitative research approach in this study. The study was conducted in one of the junior high schools in Garut. The participants of this study are one English teacher and her students.

## 1.7 Definition of Terms

To avoid the possibility of misunderstanding to the study, some main terms are defined as follows:

1. Questioning Strategies

One of the most important dimensions of teaching and learning processes is questioning strategy. (Guest, 1985) states that questioning strategy is one of the important tools to extending student’ learning which can help teachers to develop their own strategies to enhance students’ work and thinking.

2. Young Learners

According to Curtain and Dahlberg (2004), young learners are divided into four based on their age; they are first, Pre-school students ages 2-4 years normally still at kindergarten school. Secondly, Primary student ages 5-7 years. Thirdly, Intermediate students ages 8-10 formally at elementary school and the last Early adolescent student ages 11-14 formally at Junior high school.

3. Classroom Interaction

Classroom interaction is the fundamental fact of classroom pedagogy because everything happening in the classroom happens through a process of live person-to-person interaction (Hedge, 2000).

## 1.8 Organization of Paper

This study consists of five chapters. Chapter 1introduces the present study by presenting the background of the study, research questions, research objectives, the scope and limitation, significance of the study, methodology, definition of terms, and paper organizing. Chapter 2 examines theories related to the present study, especially ones that are used as the theoretical framework. Chapter 3 explains research methodology, research design, research site and participant, data collection, and data analysis. Chapter 4 presents an analysis of data and a discussion of the findings. Chapter 5concludes the present study and offers some suggestions.