CHAPTER I

INTRODUCTION

The first chapter presents the brief elaboration of several elements covered in the study. They are background, statement of problem, aims of study, research methods, and organization of paper.

1.1 Background

Interactive language classroom is very important in teaching-learning foreign language. Chavez (1986,as cited in Cameron,2001) believes that for foreign language, classroom is the primary forum for them to use and to experience the target language. Therefore, classroom becomes a place to apply and to practice the target language. In order to make the learners learn target language better, teachers should create interactive communication in the classroom.

In fact, in young learners' classroom, interaction cannot be predicted by teachers because young learners have special characteristics. Cameron (2001) states that children are often more enthusiastic and lively as learners. If the instruction is not understood by them, they may become too silent or in contrast they can also become chaotic. They will get involved in an activity even though they do not really understand why and how. However, they also lose interest more quickly and are less

1

able to keep themselves motivated on the task which they find difficult. Teachers have to give more effort in managing young learners' classroom more than adult learners' classroom.

The role of the teachers is not only transferring the knowledge but also stimulating the learners' proficiency. When the interaction occurs, learners have more opportunity to practice their language that they learn. In language learning, the interaction can be stimulated by many activities, such as group discussion, pair work, and also giving questions (Brown,2001).

Concerned with the importance of interaction, classroom interaction itself is defined as the communication patterns between teachers and pupils and pupils with pupils (Hitchcock and Hughes 1989, cited in Brown 2001). Therefore, teachers give questions to check learners' understanding and to stimulate the interaction. Moreover, one of the best ways to develop teacher's role as an initiator and sustainer of interaction is to develop a repertoire of questioning strategies.

Questioning strategies are aimed to give learners more chance to think and to understand what the teachers ask and also to give them time to answer the questions. Therefore there will be an interactive communication between teacher and learners. In line with this, Caesin (1995) states questioning is any sentence, even with grammatical form, intended to elicit an answer. Teachers need to equip themself with with the ability to deliver questions.

2

Since the learners' answers are much affected by teachers' questions particularly in the application of questioning strategy, teacher should consider the strategy in posing questions in term of the questions type level and the questioning behaviors (Nunan, 1996). This is important to be considered because suitable questioning strategy that is applied in the classroom can increase learners' curiosity and interest, stimulate their proficiency, and motivate them to learn the language better.

Some related studies about questioning strategies were conducted by some researchers. White and Lightbown (1984, as cited in Yu, 2010) found that students were rarely given enough time to formulate their answers before the teachers rephrased their questions or asked another student to answer. Yu (2010) found that in teaching practice and instruction in the classroom the questioning strategies mostly used are repetition, code switching and pauses.

Meanwhile, this study tried to investigate teacher's questioning strategy in young learners' classroom interaction and to investigate teacher's questioning strategy that affected the students' responses. Then, as the result, this study is expected to be beneficial for the teachers of young learners in delivering question for interactive learning. Moreover the teachers also could apply various questioning strategies that can help them to elicit the students responses in the classroom interaction.

3

1.2 Statement of Problem

This study is conducted to investigate:

1. What questioning strategies are used by the teacher in young learners' classroom interaction?

2. How do the teacher questioning strategies affect the students' responses in young learners' classroom interaction?

1.3 Aims of the Research

Related to the background above, the aims of the study are the following:

1. To investigate the questioning strategies used by the teacher in young learners' classroom interaction

2. To investigate the teacher questioning strategies affect the students' responses in young learners' classroom interaction

1.4 Research Methodology

4

As mentioned by Merriam (1991, as cited in Cresswell, 1994) case study will be used to explore a phenomenon (the case) such as a process, and in this study, a classroom interaction. This study attempts to investigate teacher questioning strategies used by the teacher and teacher questioning strategies affect the students' responses in young learners' classroom interaction.

The data will be collected through observation and interview After collecting all data from video-taping and observations, the data will be analyzed using some following steps adapted from Suherdi (2008:46). They are transcribing the video recording, coding and analyzing the data and also interpreting the data.

1.5 Clarification of terms

To avoid the possibility of misinterpretation to the study, the following are some terms that need clarification.

1. Questioning strategies refer to the strategies that the teacher uses to elicit verbal responses from learners.

2. Young Learners in this context refers to the students of the third grade of elementary school (8-9 years old).

3. Classroom Interaction refers to the interaction in the classroom between the teacher and the students.

1.6 Paper organization

5

This study is organized into five chapters. Chapter one consists of background, statements of the problem, aims of the research, research method, and organization of the paper. Chapter two provides theories that are relevant to the study. Chapter three contains research methodology included methodology of the research, the research design, site and participants, data collecting techniques and data analysis. Chapter four reveals the findings and discussions. Chapter five presents the conclusions and suggestions.

6