

# CHAPTER I

## INTRODUCTION

### **A. The Background of the study**

Teachers should be active in the classroom and capable of maintaining effective communication with students throughout the teaching-learning process. According to Pianta (2016), interactions between teachers and students are critical to improving student learning and growth. Classroom interaction is a crucial part of the teaching and learning process.

According to Brown (2007), classroom interaction is a collaborative sharing of ideas between two or more individuals, of thoughts and sentiments, with the goal of producing a reciprocal effect on each other. The concept of communicative ability emphasizes the importance of language use in varied contexts for negotiating substance in human experience. In other words, to transfer a concept from one person's mind to another's and reverse it.

According to Brown (2000), interaction is the interactive climate that creates the teacher questioning, which requires the collaborative exchange of thinking, sensitivity, or cognition between a teacher and learners, as well as other learners, resulting in a reciprocal effect. Interaction is extremely important in human life. People interact with one another to conduct interpersonal and intrapersonal interactions. In everyday life, people use language for purposes of interaction. It can be noticed in daily activities using language, such as chatting with friends,

dealing with guests, organizing an event, and so forth. In all aspects of human life, communication creates relationships through language.

The process of learning and teaching is where the quality of education begins, and teachers are at the forefront of this effort. Since they are thought to play a significant role in students' learning, teachers must take certain strategies into consideration when instructing their students. One such strategy is questioning. Posing questions and facilitating class discussions can both positively affect students' learning.

One of the most popular methods used in classroom interactions is the teacher's inquiry, often known as teacher questioning. Galls, as stated in Richard (1996), claims that more than half of classroom interaction is dominated by questioning and response. According to Shaunessy (2005), questioning strategies are essential for the development of critical skills, and higher-level thinking skills and can positively affect achievement; however, most classrooms do not include these types of questions as a regular part of learning. In many classrooms, teachers rarely ask more than basic "read it and repeat it" questions.

Guest (1985, p. 2) state that questioning strategies considered as crucial tool for extending learners' learning which can assist teachers, in developing their strategies for enhancing the learner's work along with their thinking. Hence, we cannot ignore the essentiality of questioning strategies for teachers. One way that teachers might get a purpose in teaching is by using questioning strategies to ask students questions. The teacher should be aware of the students' aptitude and level of comprehension during the teaching process. Additionally, by asking questions,

the teacher must be able to determine the students' output either before or after class. Consequently, feedback from the students must come after an interaction between the teacher and the students.

Teachers can actively involve students in the course and challenge their thinking by asking questions based on Donald and Hingen's perspectives. Because the majority of the questions are meant to generate responses, using teacher questions will encourage students to speak up while answering them. Individually, inquiries might help students gain confidence in their ability to talk. Thus, using teacher questions will assist the teacher in stimulating student speech as students answer the teacher's queries. As students react to the teacher's questions, classroom interaction begins.

According to Gattis (2002, p. 41), a question is one of the most important instruments for directing and extending students' learning. It can help teachers formulate their plans for improving students' work and thought processes. As a result, it will work best when it lets students participate completely in the learning process. When creating lesson plans, teachers give careful thought to the kinds of questions that will be asked of their students. The objectives of the questions must also be made plain to the students by the teachers. As a result, the lesson plan will help instructors through this process by helping them to prepare thoughtful questions and productive answer sessions.

Based on the results of observations made by researchers during carrying out PLP 2 activities and, at the same time, preliminary data for researchers at SMA Swasta Amir Hamzah Medan, it was found that there was a lack of interaction

between students and teacher. When the learning process was going on in the classroom, the researchers found that the interaction between the teacher and the student seemed a little less effective, and when the teacher asked, only a few of the students answered the question.

While it is undeniable that students' proficiency in vocabulary is directly related to their ability to speak and answer teacher questions, but this study will only focus on the role of English teachers in bridging this gap. What types of questions do teachers use to encourage students' critical thinking skills, guide students to be able to discuss and share opinions with classmates, and invite all students to participate in learning? Will students really progress as a result of the methods used? Preliminary data was obtained by conducting interviews with English teachers and the researcher's experience while in the classroom teaching students during PLP 2 activities at SMA AMIR HAMZAH Medan.

Here the interview between interviewer (I) and teacher (T) :

Table 1.1 Preliminary data interview

Name	Question	Translation
<b>INTERVIEWER(I)</b>	Di dalam proses pembelajaran, ada di sebut sebagai questioning strategi, apakah ibu mengetahui ini dan menggunakan pertanyaan ini di awal, di tengah, dan di akhir pembelajaran?	in the learning process, there is known as a questioning strategies, do you know this and use it at the beginning , in the middle, and the last of lesson?
<b>TEACHER (T)</b>	ya, saya tentu melakukan ini kepada siswa baik di awal, pertengahan maupun akhir pembelajaran. Misalnya ketika siswa belajar tentang “Descriptive Text”, sebelum memulai pembelajaran saya telah melakukan tahap pertanyaan, misalnya menanyakan tentang kabar dan kondisi siswa, setela itu di awal pembelajaran saya akan bertanya apakah mereka pernah mendengar tentang “ Descriptive Text “ sebelumnya, dan di tengah pembelajaran tentu saja saya akan menanyakan siswa saya, apakah mereka sudah mengerti terkait penjelasan tentang “Descriptive Text” dan di akhir pembelajaran juga akan di lakukan pertanyaan apakah ada kesulitan dalam memahami materi tersebut, seperti penggunaan tenses nya, ataupun vocabulary nya.	yes, I certainly do this to students, when its at the beginning, middle and end of the lesson. For example, when students learn about “Descriptive Text” , before starting learning I have carry out the questioning stage, for example ask about the students condition. After that at the beginning learning I will ask if they have ever heard of “ Descriptive Text” before. And in the middle of learning of course I would ask my students what they are already understand regarding the explanation of “ Descriptive Text” and at the end of the lesson it will also be discussed do the question whether there aree difficulties in understandig the material, such as the use of tenses, or its vocabulary

Based on the teacher interview, it was known that the teacher uses questioning strategies when teaching students in classroom interaction. The teacher applies the questioning strategies from the beginning of the lesson to the end of the lesson. And as can be seen in the discussion below, which is based on the findings of the preliminary data the researcher did while in the classroom engaged in PLP 2 activities during the learning process:

Table 1.2 Preliminary data classroom interaction

Name	Classroom interaction
<b>TEACHER (T)</b>	Okey let's start our lesson. Please answer my question based on the material that I have explained you. For the first question, what is a " Descriptive text"?
<b>STUDENTS (S)</b>	Descriptive texts are a type of text that is characterized by approaching a topic or a topic with the intention of exhausting its traits or attributes, that is, to make a description of the matter.
<b>TEACHER (T)</b>	very good, let's continue to number two, in your opinion, why we need to know about Descriptive text?.....

As described above, the researcher observed that the teacher frequently asked literal questions whose answers were found in the text that the teacher explained. As an example, the teacher asked students, "What is a descriptive text?" and only a few of them replied. The teacher did not consider the types of questions the students were asking. The type of questions most teachers ask in the classroom are based on factual information rather than students reasoning. or something that might improve students' critical thinking skills, or conducting a group discussion, especially in the current curriculum era, which expects and guides students' critical thinking and problem-solving skills.

Seeing the facts, questions are expected to make students engaged to speak and encourage them to make a contribution to classroom interaction because questioning produces oral interaction between teacher and students. Therefore, in this study, the researcher is interested in this study, and she wants to know the types of teacher questioning strategies that the teacher used and so on. And this research will be conducted in Sma Swasta Amir Hamzah Medan with the title "Questioning Strategies Used by Teacher in Classroom Interaction in the Tenth Grade of Sma Swasta Amir Hamzah"

### **B. Problem of the study**

The study aimed at answering the following questions:

1. What types of questioning strategies are used by teacher in classroom interaction at the tenth grade level of SMA Swasta Amir Hamzah Medan?
2. How does the teacher use the questioning strategies in classroom interaction in the tenth grade of SMA Swasta Amir Hamzah Medan?

### **C. Objective of the study**

This research will be aimed at find out

1. To identify the types of teacher questions that tend to be used in classroom interaction in the tenth grade of SMA Swasta Amir Medan.
2. To explore the application of questions used in the teaching-learning process at the tenth grade level of SMA Swasta Amir Hamzah Medan and understand how these questions contribute to classroom interaction.

#### **D. Scope of the study**

The scope of this study is intrapersonal classroom interaction, which focuses on questioning strategies. As explained in the background, it deals with the types of questioning strategies. The questions evaluated include any English questions produced in the teaching and learning process, regardless of whether they are linked to the course subject. Because classroom interaction is about more than just obtaining subjects, this study will look at all forms of English questions. This study looks at the types of questions that are commonly used in classroom interactions.

It also shows how the teacher executes those types of questions in the teaching and learning process. Furthermore, this study is limited to the 10th grade of SMA Amir Hamzah Medan. From the two classes, X IPA was chosen to collect the data. The data was collected for about three meetings.

#### **E. Significances of the study**

##### **1. Theoretical significance**

This study informs the readers that, while English is being taught and learned in the classroom, using questions can foster engagement. One of the best methods to make pupils less passive is through teacher-posed questions. They may be inspired to reflect, respond to the teacher, and participate in class discussions as a result.

##### **2. Practical Significances**

The practical significances of this research is as follows:



#### A.For teacher

The findings of this study may aid teachers in managing classroom interaction. It helps them conduct the classroom engagement if they are aware of the types and methods of questioning. They can try to determine which types and strategies of inquiries are suitable to use in conducting classroom engagement once they are aware of the different types and techniques of questioning.

#### B.For students

The study's findings were anticipated to show that teachers' questioning techniques may increase student interaction and benefit the class. to help the kids become more adept at active conversation. The researcher anticipated that all of the students would love learning English, would find it more fascinating to respond to the teacher's questions, and would also understand the content clearly.

#### C.For other researchers

For further researchers, the result can be used by those who focus on developing classroom interaction, especially when using teachers' questions.