

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The interaction between teachers and students is an important activity in the teaching and learning process. This interaction is also known as classroom interaction. In classroom interaction, the teacher's teaching is very influential in achieving learning objectives (Hanifah and Bharati, 2019). For this reason, when the teaching and learning process occurs, every teacher must have a technique or strategy that is mastered so that in the learning process there is feedback expected from students. One of the strategies that teachers can use to involve students in asking and giving responses is by asking questions (Nashruddin, 2020). Asking questions is one of the most important tools in guiding and extending students' learning. In the teaching and learning process, teachers often ask questions to help students remember prior knowledge, increase understanding, and develop critical thinking skills. That is why the questioning strategy is a popular method used in the teaching and learning process (Gattis 2002 as quoted in Sujariati 2016).

Erlinda & Dewi (2014) defined a question as an utterance made by the speaker in order to elicit a response. In addition, Lynch (1991) stated that a question is a directive, or an interrogative word used to obtain information. Therefore, the question is defined as an interrogative statement used as an inquiry expression to obtain information about the topic that being discussed and a good way to increase students' critical thinking skills in the teaching-learning process.

During the teaching-learning process, the teacher may ask the student a question, or the student may ask the teacher a question. Students will have more opportunities to expand their knowledge if they are given the opportunity to answer or ask questions (Shomoossi,2004). Furthermore, Rismayanti (2018) stated that classroom questioning can improve students' curiosity and interest, stimulate their competence, and motivate them to study English better. As a result of questioning, students will have more opportunities to think critically and become more active learners.

Boyd (2015) argues that the questioning strategy refers to the teacher's skill in order to engage students in speaking more. Questioning skills can be seen as an expression made by the teacher in a stimulus way to bring up and explore a more comprehensive student response. Asking questions can also be done by the teacher to find out how far students are able to understand the subject matter being discussed. The teacher must understand how the context of the English questioning strategy to create a good atmosphere. With the existence of multiple types of teacher questions, the students can be more involved during the learning process (Nashruddin,2020).

In the learning process between teachers and students, there is definitely communication. In communication, gender is one factor that influences how a person communicates. Gender is a characteristic used to identify differences between males and females based on socio-cultural, values and behavior, psychological, and other non-biological factors. West and Zimmerman (1987) state that gender is not something inherent when someone was born and not

something which someone has, but something which someone does. Gender is how males and females express their thought in doing interaction. Gender is generally assumed to be a factor that affects the process of teacher/student interactions in the classroom. In other words, the gender of both teachers and students influences the quality and the quantity of interaction in the classroom.

The researcher conducted a pre-observation of teacher-student interaction to get preliminary data from SMK Negeri 1 Binjai, the following were some utterances from female and male English teachers collected by the researcher:

Male English Teacher

- Teacher : *I would like to ask you, saya ingin bertanya ,what do you know about descriptive text? (pausing) → Wait time*
- Student : *Silence*
- Teacher : *Apa itu teks deskriptif? What is that? → Repetition*
- Student : *Mendeskripsikan suatu teks*
- Teacher : *Descriptive text is describing about text that include identification and description, identification is about?*
- Student : *Silence*
- Teacher : *Identification about introduction atau pendahuluan. How about description? Bagaimana dengan description? → Repetition*
- Student : *Tentang mendeskripsi*
- Teacher : *Okay, description yaitu mendeskripsikan ciri ciri yang dimiliki benda atau tempat. Next is language feature. Apa itu language features?*
- Student : *Silence*
- Teacher : *Language Feature is ciri kebahasaan yang dimiliki suatu teks. Nah sebelum kita membahas lebih dalam, kita kan sudah membahas sekilas tentang teks deskriptif. According to you, Is it important? Apakah ini penting? → Repetition*
- Student : *Penting sir*
- Teacher : *Okay, Ayu, why learn about descriptive text is important?*
- Student : *Silence*
- Teacher : *Kita mempelajari deskriptif teks agar kita tau bagaimana struktur yang baik dalam mendeskripsikan benda, orang atau bangunan. Is it clear?Apakah sudah jelas? → Repetition*
- Student : *Jelas sir.*

Female English Teacher

- Teacher : *Apa itu deskriptif teks? What is descriptive text?*
 Student : **Silence**
 Teacher : *What is descriptive text? → Repetition*
 Student : *Teks yang menjelaskan objek*
 Teacher : *Oke good, Teks yang menjelaskan objek
 Who else? What is descriptive text?
 Teks yang bagaimana deskriptif teks? (pausing) → Wait time*
 Student : *Teks yang memiliki ciri-ciri, mam.*
 Teacher : *Apa itu ciri-cirinya?
 Biasanya teksnya bertujuan untuk apa sih? → Simplification*
 Student : *Teks yang bertujuan menjelaskan sesuatu*
 Teacher : *Yes! Very good! Teks yang bertujuan menjelaskan sesuatu. Actually,
 the descriptive text comes from the word describe. What does it
 mean? Apa artinya describe? → Repetition*
 Student : *Menjelaskan, mam*
 Teacher : *Okay, Deskriptif teks yaitu teks yang menjelaskan objek, bisa juga
 dikatakan teks yang menjelaskan sesuatu karena bisa menjelaskan
 benda, orang, dan tempat. Okay, please open your book page 72.
 Teks apa itu? What is the title? Judul teksnya apa? → Repetition*
 Student : *Visiting Niagara Falls*
 Teacher : *Okay, I will give you 2 minutes dan lihat teks itu menggunakan
 tenses apa*
 Student : *Baik mam*
 Teacher : *Okay, mari kita bahas, Tenses apa yang digunakan? Simple pre..?
 → Simplification*
 Student : *Simple present tense*

Based on the teachers' and students' conversations above, the male and female teachers taught the same topic. Male teachers use questioning strategies wait time and repetition. Meanwhile, Female teachers realize questioning strategies wait time, repetition, and simplification. It can be concluded that female teacher more realized teacher questioning strategies than male teacher did. The students were more active when female teacher asked question than male teacher. This happened because female teacher were more interactive and ask more questions with her students. When the female teacher asked questions she did not just stop at one question but provided supporting questions that clarified the

question previously asked. This phenomenon suits Lakoff (1975) who states the character of the female teacher class is to ask more questions, than the male teacher. Furthermore, a teacher needs to provide a different type of questioning strategy from the initial question, where the following kind of question serves to give students a transparent core and understanding. Therefore the researcher is interested in conducting further research to see how the female and male teachers questioning strategies obtain responses or answers from students during the English learning classroom process in two meetings.

Responsive learning interaction can be seen from the number of student participation during the learning process. Thus, the teachers must improve their teaching strategy to help the students to understand the materials easily and attract students to pay attention to the teachers' explanations. The success of teaching in the classroom refers to the application of a questioning strategy by the teachers. Teachers must know effective questioning strategies to make students easily understand to the question raised by the teachers, starting with simple questions that are not too complicated until finally leading to more complex questions. The questioning strategies must be applied by the teacher to make the teaching and learning process effective. With the questioning strategies, the teacher has significantly facilitated students' understanding to answer questions with short answers but not in the form of multiple choice (Reflianto,2021).

The strategies between male and female teachers are really necessary to discuss because the teacher's gender affects the process of the teacher and the student interaction in the classroom. (Canada and pringle, 1995; Hopf and

Hatzichristoo, 1999; Duffy, Warren, and Walsh, 2002). According to the studies that have been done in this area, teachers of different gender have classes with different characteristics. Lakoff (1975) states that female teachers ask more questions and are more cooperative than male teachers.

Several previous studies have been conducted investigating questioning strategies. Tampubolon (2019) analyzed the teachers' question strategies using Wu's theory (1993). This study discusses the dominant male and female teachers' questioning strategies in the class. The findings showed that there were 5 kinds of questioning strategies used by male and female English teachers such as rephrasing, simplification, repetition, decomposition, and probing. The weakness of this study is the article is well, but it will be good if the article gives a clear explanation of the theory about gender and provides more detailed explanations regarding why researchers examined the gender of the two teachers according to the problems contained in the initial data.

The next research is conducted by Fitriati (2017). This research aimed to explore and examine English language teachers' skills in questioning to enhance students' verbal responses in EFL (English as a foreign language) classes. The findings showed that the teachers used mostly four questioning strategies. In accordance with the title, this research has a different purpose from the research that will be conducted by the researcher where in Fitriati's research not only the teachers' questions are analyzed but students' responses to the teachers' questions were also analyzed. Fitriati's research also focuses on analyzing 2 teachers of the same gender.

Related to the teachers' questioning strategies, this research will be carried out by the researcher due to several things, namely, the teacher's questioning strategy is one of the factors that can produce an effective teaching-learning process. Second, asking questions must be applied in a good way because it is included as part of the teaching tool. Third, when the teacher starts asking questions, the teacher must have a clear knowledge base regarding the types of questions in order to stimulate each student's thinking in classroom interaction, and lastly, because research analyzing the types of questioning strategies used by teachers of different genders is very rarely researched, for this reason, researchers feel it is important to conduct this research.

Based on the explanation above, the researcher is interested in conducting research with the title “Questioning Strategies of Male and Female Teachers in the Classroom Interaction at SMK Negeri 1 Binjai”.

1.2 The Problems of the Study

Based on the background above, the problems are formulated as follows:

1. What are the types of questioning strategies used by male and female teachers in the classroom interaction at SMK N 1 Binjai?
2. Why do teachers ask the questions in the classroom interaction at SMK N 1 Binjai as the way they do?

1.3 The Objectives of the Study

Based on the problem of the study, there are the objectives of the study:

1. To find out the types of questioning strategies used by male and female in the classroom interaction at SMK N 1 Binjai.
2. To elaborate the teachers' reasons ask the questions in English classroom interaction at SMK N 1 Binjai.

1.4 The Scope of the Study

The Scope of this study is focused on questioning strategy. The limitations of this study are to analyze the types of questioning strategies used by male and female English teachers and teachers' reasons ask the questions in English classroom interaction at SMK Negeri 1 Binjai based on Chen's (2016) and Gall in Richard and Lockhart's (1994).

1.5 The Significances of the Study

The significances or use values that can be taken from this research include:

1. Theoretically
 - a. This research can be used as a reference for anybody else who has the same interest in the same field.
 - b. This research provides a beneficial understanding for the reader of the teachers' questioning strategies in classroom interaction. With the teachers questioning strategies, the student can be actively involved in classroom interaction.

2. Practically

The results of this research are expected to be useful for:

- a. For English teachers, through this research, the English teacher can find out how the questioning strategy can involve students actively participating during English class interactions.
- b. For students, with some questions raised by the teachers, students will be more trained to give responses during English class interaction occurs.
- c. For future researchers, this research will provide some information regarding teachers' questioning strategies in classroom interaction, and it will serve as a guide for those who want to conduct research about the teacher's questioning strategies.