

CHAPTER I

INTRODUCTION

1.1. The Background of Study

In the classroom interaction process, the teacher has a significant role in making the students not always required to memorize and remember every material being studied (Bata, 2020). It is intended that learning is not only focused on the teacher, but as a teacher, it's proper to direct and even facilitate students so that the learning process runs in a structured manner. However, teaching English subjects for English foreign language students has become a big challenge for teachers to do even though these subjects have been taught for a long time, but the results of student scores are still unsatisfactory (Wati, 2019). In studying this subject, students have their own difficulties, especially because there are four main skills that must be mastered by students, namely: listening, reading, writing and speaking. Many students suspect that speaking skill is the most challenging for them to understand because it requires complex skills that are not only for conveying ideas orally. Therefore, many of them feel unable to communicate in English because they have not found English language teaching is taught based on the needs and suitability of them. In the other hand when the teacher teaches, the teacher does not involve the students to play an active role during the learning interaction process, but the teacher only focuses on teaching theory in the classroom.

Hanifah and Bharati (2019) argue that the teacher's teaching is very influential in achieving learning objectives in the classroom. If the teacher does not have a practical classroom management attitude, it will disrupt the teaching and learning process. When the interaction process of teaching English occurs, every teacher must have a technique or strategy that's mastered so the conditions and responses expected from students can flow clearly. One strategy that teachers can use to involve students in asking and giving responses is by asking questions (Nashruddin 2020).

Based on Anisah (2016) argues that in a global context, there are many studies on English master teachers that promote interactive learning through the use of various types of questioning strategies to improve students' pedagogy. With the existence of multiple types of teacher questions, the students can be more involved during the learning process (Nashruddin, 2020). Meanwhile, Boyd (2015) argues that the questioning strategy refers to the teacher's skill in order to engage students in speaking more. Questioning skill can be seen as an expression made by the teacher in a stimulus way to bring up and explore a more comprehensive student response. Questioning can also be done by the teacher to find out to what extent students are able to understand about the subject matter being discussed together. In a case, some teachers give some questions to students to make sure that the students understand or not about the material without encouraging students to think critically (Omari, 2018). Thus, the ongoing learning forces students to memorize and even do the assigned

tasks. In fact, the teacher's questions should be able to make students cultivate higher-order thinking so they can stimulate learning more optimally.

In another view by Kholisoh (2021), the questioning strategy raised by the teacher is seen as a form of initiative to build an active classroom interaction. In line with this, Yulia and Budiharti (2019) explain that interaction in the classroom can occur comfortably if the teacher allows students to express and share information freely. As long as the teacher provides verbal behavior or instructions, the teacher already supports the learning interaction process (Liu, 2021). In the learning interaction process, the teacher's questions also can't run if no response is obtained from the students. For example, Lestari (2018) emphasizes that the responses given by students are the most crucial aspect to make the teachers be able to correct the well-made questions for the following sessions. With the questions and responses obtained, the teacher has begun to direct students to understand the subject matter's content and even provide instructions on what students will do. Therefore, a teacher has to be able to understand how the context of the English questioning strategy is in accordance with the capacity of the students to create a good atmosphere and then the teaching and learning process can be harmoniously established.

In relation to the questioning strategies used by the teacher during the English classroom interaction, the initial data in this research was taken based on pre-observation conducted by a researcher at SMA N 2 Medan when the interaction of English learning took place in grade X science 2 with an English teacher. The

followings are some of the conversations between teacher and students during the English classroom interaction process:

Table 1.1 Teacher and Students' Conversation during the English Classroom Interaction

Teacher	Buka bukunya halaman 178! Can you see there?
Students	<i>Silence</i>
Teacher	Bisa dilihat?
Students	Bisa, mam
Teacher	What about? Tentang apa dia disitu?
Students	<i>Silence</i>
Teacher	What is it?
Students	<i>Silence</i>
Teacher	Lihat ini (The teacher showed the sentence that has been made in the whiteboard)
Students	Proverb, mam
Teacher	okay, Pernah dengar Wise word?
Student	Kata saran, mam
Teacher	Kata saran, and then? What is on your mind about it?
Students	<i>Silence</i>
Teacher	Wise word pernah dengar? Apa itu wise word?
Student	Kata bijak
Teacher	Good, what else? Selain kata kata bijak apa lagi?
Student	Kalimat anjuran, mam?
Teacher	Boleh, Pernah gak anda mendengar kata kata mutiara?
Students	Pernah, mam
Teacher	Bisa anda sebutkan satu aja? It's up to you, bisa berbentuk pujian, surprise, suggest atau imperative
Students	<i>Silence</i>
Teacher	Let's see your book

From the few sentences of the conversation, a common problem that occurred was that students were still less responsive to the ongoing interaction process, so

sometimes, the learning process looked like a passive class interaction. The teacher has often raised some questions to students to see the extent of their understanding, but it is common for students to be silent and feel confused by the teacher's direction. Furthermore, a teacher needs to provide a different type of questioning strategy from the initial question, where the following kind of questions serve to give students a transparent core and understanding. Therefore, the researcher is interested in conducting further research to see how the teacher's questioning strategies obtain responses or answers from students during the English classroom interaction process. Furthermore, Ekawati (2019) suggests that student involvement is an important thing so that it does not only place the teacher as a learning resource but also elicits students during the learning process.

Related to the discussion about teacher questioning strategies during classroom interaction, the previous research conducted by Annisa Astrid (2019) teacher's questions were an essential factor for building the classroom interaction, the teacher's questions have to be able to be addressed to the whole class and individuals, the teachers also have to provide questions that did not only focus on yes/no answers. With the importance of the role of teacher questions in building an active classroom interaction, in this research the researcher examined to explore more deeply what types of questioning strategies were given to students by using the theory from Cresweel (2012) and identified the reasons for the teacher to provide these questions to students. The results of this research conducted at one of the Madrasah schools in Palembang showed three types of teacher questions: convergent, divergent, and

procedural. The type of questioning strategy which was more dominant given by the teacher was a form of a convergent questioning strategy aimed at ensuring student understanding and attracting students' attention to stay focused on learning.

In line with this, the previous research by Modi Nur Kholisoh (2021) also discussed the teacher's questioning strategy with students' perceptions of the teacher's questions. The research was conducted in a high school in Semarang with two English teachers and used descriptive qualitative research methods. The research showed that the questioning strategy of repetition type was the most often used by the teacher in the classroom, while the strategy of asking students to think at a higher level was the probing type of questioning strategy. This statement was also supported by the overall answer from the students' perceptions obtained from the results of the questionnaire distributed by the researcher. The students assumed that with the probing questioning strategy, they were increasingly motivated to give a critical response to the teacher's questions.

Based on the results of several previous researchers regarding to the teacher questioning strategies in English classroom interaction, it can be seen the questioning strategy carried out by the teacher can stimulate the students to be more involved in the classroom. Especially for language education, teachers have to guide students to questioning, give them the space to think at a high level and always build students' participation in English learning interaction (Toni and Parse, 2013).

Furthermore, in relation to the teachers' questioning strategy, in this research the researcher is interested in analyzing how the teacher's questioning strategy during the English classroom interaction of English learning with grade X students at SMA N 2 Medan. The differences that can be seen from the previous research with this research, namely the previous research focused on discussing the types of teachers questioning strategy and the students' perception toward the teacher's questions using Chen (2016) theory. Whereas in this research will discuss the questioning strategies of teacher at senior high school level by using the theory of Chen (2016) and the reasons of teacher to do the questioning strategy will use the theory of Gall in Richard and Lockhard (1994) theory. This research is intended to be carried out by the researcher due to several things, namely the teacher 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 in the part of the teaching tool and the last, when the teacher starts asking questions, the teacher must have a clear knowledge base regarding to the types of questions in order to stimulate each students' thinking in classroom interaction. Finally, 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).

Based on the explanation above, the researcher is interested in conducting research with the title: "Teacher's Questioning Strategies during English Classroom Interaction at Grade X Students of SMA N 2 Medan".

1.2 The Problems of Study

Based on the background that has been mentioned earlier, the problem of the study can be formulated as follows:

1. What types of teacher's questioning strategies are used during English classroom interaction at grade X students of SMA N 2 Medan?
2. What types of questioning strategies are dominantly used by the teacher during English classroom interaction at grade X students of SMA N 2 Medan?
3. Why does the teacher give the questions during English classroom interaction at grade X students of SMA N 2 Medan?

1.3 The Objectives of Study

Based on the problem of study above so here are the objectives of study:

1. To identify the types of teacher's questioning strategies are used during English classroom interaction at grade X students of SMA N 2 Medan.
2. To investigate what the types of questioning strategies are dominantly used by the teacher during English classroom interaction at grade X students of SMA N 2 Medan.
3. To analyze the teacher's reason give the questions during English classroom interaction at grade X students of SMA N 2 Medan.

1. 4 The Scope of Study

The scope of the study is made so that this research does not discuss different interpretations due to the broad range of the discussion, and also the research does not deviate from the direction as well as the objectives of the research. The scope of the study in this research is the teacher's questioning strategy during English classroom interaction with grade X students of SMA N 2 Medan.

1.5 The Significances of Study

The significance that the researcher wants to provide through this research can be described as follows:

1. Theoretical Significance

This research can inform the teacher's kinds of good questions during English classroom interaction for grade X students. With the teacher's questioning strategies, the students can be actively involved in providing answers, stimulate students' critical thinking, and be enthusiastic about contributing to building an effective classroom interaction.

2. Practical Significance

Practically this research can be helpful in some aspects, namely:

- a. For English teachers, through this research, the English teacher can find out how questioning strategies can be developed the students' participation during English classroom interaction and by using some questioning strategies, the learning process is not only focused on the teacher but on students equally participate in learning interactions.

- b. For students, with some questions raised by the teachers, students will be more trained to give responses that are in accordance with the teacher's question. Furthermore, the student's ability to utter some ideas will also increase through the learning process, making students speak more often.
- c. For other researchers, this research can provide more explanations regarding the teachers' questioning strategies. So with the findings obtained in this research, it can be beneficial for other researchers to become a reference material in conducting further research that refers to the teacher's questioning strategy.

