

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study. This chapter consists of six parts: research background, research focus, research problems, research objectives, research significance, and definition of key terms.

1.1 Research Background

Education is a fundamental pillar in the development of societies and nations. Without education, a country will certainly have difficulty experiencing development, therefore every country needs to have good quality education. Discussing education cannot be separated from the various subjects taught, one of which is English Language. English education has a very important role, especially in today's era where we can get information and various things digitally. Learning English language skills can certainly make it easier for the young generation in Indonesia to continue to move forward with the times. Learning a language is one of the most important aspects of human life, allowing them to communicate, interact and broaden their horizons about the world around them (Sugiartha, Supatra, & Hadasaputra, 2021). With this hope, it is necessary to have a role for teachers who teach in schools to help students so that they can master English. Teachers are the key to achieving learning, therefore teachers are required to be able to make students understand and follow the learning. One of the very important roles of teachers in teaching English is the need for interaction with

students or what can be called classroom interaction. Interaction in the classroom includes a series of activities that involve alternating processes between teachers and students, such as asking and answering questions, negotiating meaning, and providing feedback (Aini, Islamia, & Amanati, 2023). Teachers must be able to find the right strategies so that when carrying out the teaching and learning process, students pay more attention to the class and learning does not seem monotonous or one-sided.

Classroom interaction is a way for the class to meet learning objectives where communication occurs in oral and written form. Classroom interaction is also a way to improve students' speaking and listening skills. This helps them think critically and share ideas with their friends. Interactive classes involve interaction between teachers and students, as well as between students, through group discussions and active participation in class (Erianti, Akib, & Baso, 2018). Many problems arise in developing interactions because students face difficulties in expressing themselves using English (Lestari, Yasim, & Imansari, 2022). Although building interactions with students is not easy, each teacher has their own approach to making students involved in learning and feel comfortable in class. Some teachers use jokes to reduce tension and pressure while studying while others encourage students to discuss with their classmates. Some teachers actively ask students through what is usually called questioning strategies.

Teachers need to encourage students, through questions, while students make the class interesting by communicating to practice their speaking skills (Ekawati D. , 2019). Questioning strategies are techniques teachers use to ask students or participants

questions to explore their understanding, encourage critical thinking, clarify concepts, or stimulate discussion. These strategies can vary from open questions that encourage deeper discussion to closed questions that require short answers. Utilizing questioning strategies is a skill that is often used by teachers, with the power to facilitate conversations (Isfara, Trisanti, & Fitriati, 2017). The questioning strategy implemented by the teacher can encourage student involvement in the language learning process (Nashruddin & Ningtyas, 2020). In learning English, teachers often ask students various types of questions. Not only ordinary questions, but sometimes teachers also ask questions that encourage creative thinking. Asking students questions is important in teaching and learning because it helps students learn, increases their knowledge, and improves critical thinking skills (Inan & Fidan, 2013).

Questioning strategies and classroom interaction have a close relationship in the learning context. First, questioning strategies help facilitate interaction between teachers and students, as well as fellow students in the class. Questions given by teachers can encourage students to think, speak, and participate actively in learning. Strategically arranged questions can help clarify the concept or material being studied, thereby deepening students' understanding. In addition, using questioning strategies in classroom interaction allows teachers to measure the extent of students' understanding and adjust learning according to their needs. Having questioning strategies in classroom interaction can build students' critical thinking skills because they are invited to relate, analyze, and evaluate information in more depth. Questioning strategies play

an important role in creating meaningful interactions in the classroom, deepening students' understanding, and helping to achieve desired learning goals.

Therefore, based on the statement above, it can be concluded that questioning strategies are an important tool for teachers in managing learning in the classroom. Strategic questions facilitate meaningful interactions between teachers and students, stimulate critical thinking, and motivate student participation. Additionally, questioning strategies help teachers evaluate student understanding and adjust instruction. With these skills, a teacher can create a dynamic learning environment and facilitate a deep understanding of learning material. An example of a question strategy done at SMAN 5 Palangka Raya is when the teacher explaining the material, sometimes the teacher asks students to ensure students' understanding of the material being taught. During group discussions, the teacher uses questioning strategies to encourage interaction between students, make students think critically, and encourage students to think from various points of view, and at the end of the lesson the teacher asks about the material that has been taught, to evaluate the extent to which students have studied the material taught. Evaluation is usually carried out orally, with a short quiz or written assignment.

At SMAN 5 Palangka Raya, interaction in class is very important. Understanding how Class XI teachers at this school use questioning strategies during classroom interactions is of great importance. The effective use of questions to increase student engagement and understanding is a key focus that requires in-depth exploration

in this particular context. The use of questioning strategies by teachers at SMAN 5 Palangka Raya seemed interesting and able to arouse students' enthusiasm for learning. As a result, the class atmosphere becomes comfortable and the learning material is delivered well following the learning objectives. Based on the results of observations made by the researcher when doing a PLP 2 at Eleventh Grade Science 3 and Social 3, it was found that one example of the questioning strategy used by teachers at SMAN 5 Palangka Raya was when the teacher asked short questions regarding the material being taught at the end of the lesson. The researcher also observed active interaction between students and the teacher because the teacher used a relaxed questioning strategy, which made students feel less pressure when carrying out the learning process. Here are examples of questions, "What conclusions can you draw from the material we have studied?, Are there any questions related to the material we have just studied?".

When doing PLP 2 in SMAN 5 Palangka Raya, the researcher only observe one of the teachers of Eleventh Grade Science 3 and Social 3. The teacher used a questioning strategy to interact with the student, and it was effective because with the questioning strategy used by teacher it can encourage students to be interactive in class, have a discussion, and help them to develop their critical thinking. From what researcher find, questioning strategies is very useful for students so that they can participate in learning better. Students will more easily understand the material being taught because by using questioning strategies, the teacher tries to slowly help students understand the material being taught. What is lacking in questioning strategies is that

if teachers try to interact with students using questioning strategies, students are likely to feel nervous and tense when answering questions given by the teacher regarding the material.

Based on the results of observations made by the researcher during PLP 2 on one teacher, the researcher was interested in further researching the questioning strategy technique used by two teachers who taught at SMAN 5 Palangka Raya, especially in eleventh grade.

Researcher found that the focus on questioning strategies at SMAN 5 Palangka Raya was still limited, and there had been no previous similar research at this school. Researcher believe this research can make an important contribution by helping teachers find more effective questioning strategies, which are expected to improve the quality of education in these schools. Therefore, the research "AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTION AT ELEVENTH GRADE OF SMAN 5 PALANGKA RAYA" needs to be carried out.

1.2 Research Focus

This research aims to observe the questioning strategies used by teachers during interactions in English classes at SMAN 5 Palangka Raya, Palangka Raya, entral Kalimantan. The research was carried out in the eleventh grade, using the theory of (Richards & Lockhart, 2007) to identify types of questions. Observations were carried

out to determine the teacher's purpose in asking questions, using an interview guide that had been prepared by the researcher. It is hoped that the results of this research will help English teachers in improving their teaching, and also provide guidance for other researchers conducting similar research

1.3 Research Problem

From the background above, there are some questions that be formulated. The questions were:

1. What types of questioning strategies are used by the teachers as the strategy in teaching English in eleventh grade at SMAN 5 Palangka Raya?
2. Why do the teachers apply the questioning strategy in teaching English in eleventh grade at SMAN 5 Palangka Raya?

1.4 Research Objective

There are two research objectives in this research, including :

1. Type of questioning strategies are used by the teachers as the strategy in teaching English in eleventh grade at SMAN 5 Palangka Raya.
2. The reason why teachers apply the questioning strategy in teaching English in eleventh grade at SMAN 5 Palangka Raya.

1.5 Research Significance

The results of this research is expected to be able to provide the following information and benefits:

1.5.1 Theoretical Significance

The theoretical significance of the study on the analysis of teachers' questioning strategies during classroom interaction at eleventh grade SMAN 5 Palangka Raya is to provide insights into the questioning strategies of teachers. The study can reveal much information about asking questions, such as the aim and results of asking questions, the types of questions asked, how teachers control the questioning process, and the frequency of teachers' questioning during classroom interaction. The study can also determine whether teachers have sufficient and efficient information about questioning strategies.

1.5.2 Practical Significance

There are three significant for this study, including :

a. For Student

This research aims to show that teacher questioning strategies can help students interact better with teachers, encourage students to think independently and increase student involvement in learning. With teachers who communicate more often and ask questions that encourage critical thinking, it is hoped that students

will enjoy learning English more and the class atmosphere will become more relaxed. This is expected to create a closer relationship between teachers and students so that students feel more comfortable answering questions without fear or tension.

b. For Teacher

The results of this research is expected to provide direct benefits for teachers by providing useful information for planning, organizing, and grouping questions in English learning. In this way, the quality of teacher teaching can be improved through a better understanding of questioning strategies.

c. For other Researcher

This research is expected to provide in-depth insight into questioning strategies at SMAN 5 Palangka Raya, inspire other similar research and open opportunities for researchers to develop methods based on the findings of this research.

1.6 Definition of Key-Terms

In this research, clear definitions is given regarding important terms used to understand “An Analysis of Teachers’ Questioning Strategies During The Classroom Interaction at eleventh grade of SMAN 5 Palangka Raya”. The goal is for readers to

better understand what will be discussed in this research and why it is important. Here are some definitions:

- **Analysis:** An analysis is examining and understanding something by breaking it down into small parts and seeing how those parts relate and form patterns. In this research, the analysis will focus on the questioning strategies that teachers use when teaching in class.
- **Questioning Strategies:** A questioning strategy is an approach used to ask questions to obtain deeper information, stimulate critical thinking, and clarify understanding. In this research, the questioning strategies referred to are how teachers develop questioning strategies in such a way that they can improve the quality of learning.
- **Classroom Interaction:** Classroom interaction is the way students and teachers communicate and interact with each other in the learning environment. It involves the exchange of ideas, discussions, questions, responses, and collaboration between teachers and students as well as between fellow students. In this study, classroom interaction means how the teacher apply the strategies to encourage the interaction between teacher and students.
- **English Teaching and Learning:** English teaching and learning is the process by which individuals gain proficiency in speaking, listening, reading, and writing in English. In this research it means, the activity that occurs in the classroom which is teaching and learning English.

