

CHAPTER I INTRODUCTION

A. Background Of The Study

Teaching English requires building interaction in the classroom. This is because interaction is one of the important points in the success of the teaching and learning process. Classroom interaction is considered an activity that provides opportunities for teachers and students to communicate with each other in the teaching and learning process. According to Nunan, teacher actions and interactions between teachers and students are important aspects of classroom life. In other words, good interaction in the classroom will help teachers and students create a collaborative exchange of thoughts, feelings or ideas that produce a reciprocal effect in classroom interaction.

However, building interaction in the classroom is still difficult. Many problems arise in developing interaction because students have difficulty expressing themselves in English. Therefore, the way teachers provide opportunities for students to develop language is very important. In other words, teacher conversations that aim to establish and maintain good communication practices in a series of complex discussions play a big role in the classroom.

A good teaching and learning process not only places the teacher as the only main source but also involves students in the process. Student involvement is very important in every learning process because it will create good interaction between teachers and students, thus creating an interactive classroom. Long & Sato in AyuErianti (2018) stated that “Interactive classes are the result of mutual interactions between teachers and students, between students, group discussions, and other class participation”. According to Liu & Zhao (2010) cited by AyuErianti (2018) “Interactive classes are very efficient for students, because they can increase language storage, have the opportunity to understand and use language easily and quickly.”

However, in the classroom there is often a less interactive situation because some students are still confused about understanding the teacher's explanation, especially in English lessons, because in Indonesia English is a foreign language, so there are some students who do not understand the explanation from the teacher. This is a common problem faced by teachers in passive classrooms where students are unresponsive to explanations or instructions. Therefore, teachers should improve teaching strategies to help students understand the material easily and attract students' interest to understand what is explained by the teacher.

Questioning strategy is a strategy in the teaching and learning process to find out what students know and understand about the material being taught and to involve students to be active in the learning process by using questions as one of the learning tools. According to Donald and Enggen, through questions, teachers can actively involve students in ongoing lessons and challenge their thinking. Since most questions are given to get answers, the teacher's use of questions will stimulate students to speak when answering questions, and on an individual level, questions can be used to build students' confidence to speak. Thus, the teacher's use of questions will help the teacher stimulate students to speak by responding to the teacher's questions. When students respond to the teacher's questions, interaction in the classroom will be created.

Chin (2007) states that questioning strategies are characterized by flexibility as teachers adjust questions based on students' responses to engage students in higher-order thinking. Questioning strategy is a method used to ask something to students in achieving teaching objectives. In the teaching and learning process, teachers need to know the ability of students and the extent to which students understand the material that has been taught. Asking questions and knowing the right questions to ask are important teaching skills that need to be taught to teachers.

Kathleen (2015) states that there is a difference between a question and asking; a question is a sentence that has an interrogative form or function, while asking is the act of asking a question. The questioning strategy is intended to provide opportunities for students to think more and understand what the teacher is asking and to provide time for students to answer questions. So as to create interactive communication between teachers and students.

Especially in the application of questioning strategies, teachers must consider strategies in asking in terms of the level of question types and asking behavior.

After the researcher conducted a pre-observation on December 26, 2023, at SMPN 14 Bengkulu City, it was found that some teachers apply questioning strategies during the teaching and learning process because according to teachers questioning strategies can help teachers increase students' knowledge and students' motivation in learning English. Which means that the researcher obtained preliminary data, data collected from teachers who teach in the classroom at SMPN 14 Bengkulu City shows that sometimes there are some students who do not understand the topic given by the teacher and in this case the students are still confused. With discussions explained by the teacher, students feel embarrassed to ask questions and sometimes students feel very silent when the teacher explains or asks about the topic being studied. So that students cannot answer questions given by the teacher. Therefore, the researcher wanted to analyze the teachers' questioning strategies in English teaching applied by English teachers at SMPN 14 Bengkulu City, especially eighth grade English teachers.

Saragih and Nuran (2022) conducted a research titled “Teacher's Questioning Strategies during English Classroom Interaction in Class X Students of SMA Negeri 2 Medan”. This research focuses on knowing the types of teachers' questioning strategies, analyzing the dominant types of teachers' questioning strategies, and knowing the reasons why teachers ask questions to students. This research uses Chen's theory. The results showed that the questioning strategies used by teachers were waiting time, repetition, paraphrasing, simplification, and inquiry. The reasons why teachers ask questions to students are to stimulate students' thinking to think critically, improve vocabulary comprehension, clarify students' speech, attract students' interest in learning, check the extent of students' understanding, and encourage students to participate in class.

This research is expected to provide valuable benefits for schools, teachers, and students. The research can improve the quality of learning by identifying effective teaching methods and improving classroom interaction. Insights from this research on questioning strategies can guide teachers to stimulate critical thinking and student participation, which in turn can improve the overall quality of education.

In addition, this research has an impact on English language teaching at SMPN 14 Bengkulu City by identifying effective questioning strategies. This research provides a basis for teacher training programs to continuously improve communication skills. In addition, the findings of this study can customize teaching techniques to better engage students, encouraging the development of speaking and critical thinking skills.

In conclusion, this study deeply examined teachers' questioning strategies during classroom interactions. This research also aims to improve the quality of education at SMPN 14 Bengkulu City, particularly in the teaching of grade 8 English, by improving teaching methods, enhancing teachers' skills, and encouraging student engagement.

Based on the above background, the researcher is interested in conducting a study with the title “Analysis of Teachers' Questioning Strategies during Classroom Interaction at SMPN 14 Bengkulu City.”

B. Identification Of The Problem

Based on the research background, the following problems were identified:

1. The students lack understanding of the material presented.
2. There is a lack of interaction between the students and the teacher during classroom activities.
3. The students feel embarrassed to ask the teacher about the material they do not understand.

C. Limitation Of The Study

Based on the identification of the problems above, researchers need to limit the problems to be studied. This study only focuses on observing the teacher's questioning strategy during class interaction in grade VIII of SMPN 14 Bengkulu City.

D. Research Questions

Research questions are essential for guiding a research project, serving as the main framework for conducting the study. Based on the study's background, the research questions were formulated as follows:

1. What are types of questioning strategies used by teachers in teaching english during classroom interactions at SMPN 14 Kota Bengkulu?
2. What is dominant types of questioning strategies used by teachers in teaching english during classroom interactions at SMPN 14 Kota Bengkulu?

E. Research Objectives

The objectives of this study are as follows:

1. To investigate the questioning strategies employed by teachers during classroom interactions at SMPN 14 Kota Bengkulu.
2. To examine how teachers react to students' responses when using questioning strategies during classroom interactions at SMPN 14 Kota Bengkulu.

F. Significant Of The Study

The results of this study are expected to provide significant benefits and information in two main aspects:

1. Theoretically
 - a) This research offers information and alternative teaching approaches in the classroom. Teachers can utilize questioning strategies as an effective teaching method.
 - b) The findings of this study are expected to be a valuable resource for teachers to enhance the learning process.

2. Practically

- a) For Teachers

This study is expected to enrich the knowledge and encourage English teachers to adopt questioning strategies in their teaching, thereby improving the quality of classroom interactions.

- b) For Students

The study aims to motivate students to be more active, creative, and innovative in addressing the challenges they face in the classroom, as well as to increase their participation in the learning process.

c) For Researchers

This study aims to provide valuable information about the questioning strategies used by English teachers in the classroom, serving as a reference for further research in this field.

G. Definition Of Key Term

1. Questioning Strategies

According to Guest (1985), questioning strategies represent vital tools for educators to refine their own methods in enhancing student cognition and fostering broader learning. This suggests that educators must actively engage students in the educational journey, enabling them to participate more dynamically in classroom exchanges and encouraging critical thinking.

2. Classroom Interaction

Hitchcock and Hughes, as cited in Brown (2001) and Ziarah (2020, p.14), define classroom interaction as the interactive pattern of communication between teachers and students, as well as among students themselves. This indicates that communication not only occurs between educators and students but also among peers within the learning environment. When students engage in interactions within the classroom, they become more invested in the educational process, fostering connections and rapport among themselves. Through such interactions, the teaching and learning experience can be enhanced, allowing educators to gauge the efficacy of their teaching methodologies.