

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Research**

English lessons are one of the subjects taught in schools in Indonesia. The objective of this subject is to teach students communication skills in both spoken and written English. English lessons in Indonesia cover various aspects, including vocabulary, grammar, listening, speaking, reading, and writing. To enhance students' understanding and English language skills, English teachers in Indonesia utilize various teaching methods and strategies, including project-based activities, group discussions, language games, and the use of multimedia. Also, teachers employ question strategies to ensure that students have a good grasp of the material being taught. The primary goal of English lessons in Indonesia is to equip students with strong English communication skills so that they can interact globally and enhance their future opportunities.

As is well known, English is one of the subjects that many students in class avoid and dislike. Why is that, according to most students? English is a very difficult subject. Where the writing and pronunciation are different, it makes it difficult for many students to understand and think that English is a difficult subject. To overcome this, the teacher's role is needed to change the mindset of students who think that English is difficult. According to Nana Sudjana, teachers are the spearheads of education because they directly limit the influence and develop students' abilities to become intelligent, skilled, and highly moral human beings. As the spearhead of teachers, they must have the basic skills needed as educators and teachers. As is well known, English is one of the subjects that many students in

class avoid and dislike. Why is that, according to most students? English is a very difficult subject. Where the writing and pronunciation are different, it makes it difficult for many students to understand and think that English is a difficult subject. To overcome this, the teacher's role is needed to change the mindset of students who think that English is difficult. According to Nana Sudjana, teachers are the spearheads of education because they directly limit the influence and develop students' abilities to become intelligent, skilled, and highly moral human beings. As the spearhead of teachers, they are required to have the basic skills needed as educators and teachers.

Teachers are expected to carry out pedagogic learning and have the ability to communicate with students. Learning is designed to support student learning processes. Furthermore, the implementation of learning cannot be separated from the dialogic process between subjects. In essence, learning is a process in which students interact with their environment in a way that is expected to change their behavior for the better. Learning is a very complex process involving many different parts. Building a classroom atmosphere, according to students, is very important for learning. Without interaction between teachers and students, learning does not run effectively.

Class management is essential to a teacher's ability to teach and learn effectively. It focuses on the teacher's ability to plan and conduct lessons and control student behavior. Classroom management has been proven to be a factor in increasing aggressive behavior in children or reducing problem behavior in students. Classroom teaching and learning processes can be disrupted if classroom

management is ineffective. One of her ways of directing, guiding, stimulating, and controlling student participation in learning activities is by asking questions. Student surveys should be conducted with a question strategy. A questioning strategy is a way of asking students something to help them understand the meaning of the lesson. In the teaching and learning process, teachers need to know the abilities of their students and the extent to which they understand what is being taught. Questioning is a process that always occurs in the process of communication and learning. For teachers, questioning is a very important skill to master. This skill allows teachers to make learning situations more meaningful.

A good teaching and learning process not only presents the teacher as the single primary source of information but also involves the student in this process. Student involvement is essential in all teaching and learning processes, as there is excellent interaction between teachers and students. Teachers need to provide support to students when creating interactive classrooms. This can be done in the form of questions. Teachers need to interact with their students, practice their speaking skills, and ensure that they master the concepts. The teacher's support and its results can be seen in the spoken word cycle, through the teacher-student discussion or the student's speech and performance. The students understand the teacher's explanation in English, so they are still puzzled. As a result, students find it difficult to understand English and cannot concentrate in class. Teachers therefore need to improve their teaching strategies to make it easier for students to understand the material and to help students pay attention to the teacher's explanations.

Delivering material directly and indirectly has different implications. His delivery places the dominant teacher directly into the lesson while students listen to the teacher's presentation. So students are compared to mushrooms. The provision of this material indirectly provides space for students to process or build their own knowledge. One way teachers can facilitate this is by asking questions. In addition to questions in learning, the questioning strategy used in asking questions is an important aspect to pay attention to.

The teaching and learning process between teacher and student in the classroom needs a strategy. Teachers have to apply strategies to make students enjoy and be active in the teaching-learning process; unfortunately, sometimes students do not understand whether the topic was given by the teacher. There are several questioning strategies that teachers need to pay attention to. Questioning teachers' strategies are used by teachers to trigger student enthusiasm during learning. This strategy is widely used by almost all teachers in the class but has different methods or strategies.

Many of the reasons why teachers need to ask questions of students are to ask individual students or the whole class in a class. Teachers not only facilitate classroom interactions but also encourage students to communicate in the real world, develop closer relationships with students, and help students who find it difficult to express themselves. One important method to help teachers get information from students is questions. By using questions, teachers can track and pay attention to student focus during the learning process according to Dwi Apriana 2020. The teacher uses various questions and types of questions as the teacher's

questioning strategy to be able to overcome their limited vocabulary. Questions are often used at the end of learning, but they can also be used at the beginning and in the middle of the teaching and learning process. According to Dewi and Kristin (2017), the question-and-answer method increases student participation. Students also prefer to listen to the teacher's questions and try to give the right answer. Based on the description that has been presented regarding questions and asking strategies for learning English. Therefore, it encourages researchers to research teacher questioning strategies for learning English during class interaction at SMA Negeri 1 Seputih Raman.

The difference between this research and previous research is that in the previous research, it was in the object of research, then in the previous research the interview technique was used with direct interviews and recordings. However, in this study, the researcher used existing technological advances, namely using Google Documents for a questionnaire as a tool for interviewing teachers. The researcher wants to examine whether there are differences in the teaching given by male and female teachers and also compare the teacher strategies for questioning between male and female teachers.

## **1.2 Research Question**

Regarding the background above the researcher, the researcher is concerned with the following question:

- a. What are the questioning strategies used by the teacher during classroom interaction?

- b. What are the differences in the teaching English given by male and female teachers during classroom interaction?

### **1.3 Research Objectives**

Based on the formation of the research question above, the researcher formulates the objective of the study as follows:

- a. To analyze the types of strategy skills the teacher's questioning in teaching English in the classroom of SMA Negeri 1 Seputih Raman.
- b. To describe the differences in the style communication teacher's questioning in teaching English given by male and female teachers during classroom interaction of SMA Negeri 1 Seputih Raman.

### **1.4 Uses of the Research**

The results of this study are expected to be used theoretically and practically:

#### **1. Theoretically**

Asking good questions is central to learning and sometimes more important than getting answers. Questions can encourage students to think critically. Every teacher has their own way of asking questions of their students. Where the teacher gives these questions to review the lessons that have been studied in order to see students' understanding of the material that has been presented and encourage students to think critically, about theoretical significance, the researchers hope that this study will help readers understand teachers' questioning strategies. The results are also intended to serve as a guide and reference for future researchers investigating issues related to teacher questioning strategies.

## 2. Practically

### a) For the students

The findings of this study are expected to help students understand the strategies used by the teacher during learning.

### b) For the teachers

The results of this study are intended to help teachers obtain information about questions and questioning strategies in learning, and serve as reflection material for teachers to improve the quality of learning, especially through questioning.

### c) For further Researcher

This research can also inspire other researchers to study questions relevant to the implementation and development of teacher questioning strategies to develop the quality of education in the future, where this questioning strategy can make students more active in class and able to think critically so that it can improve the learning process in class become active and can develop the quality of education in the future.

## **1.5 Scope of the Research**

This research will focus on analyzing and describing the English teacher's strategies for teaching English in the classroom by using teachers' questioning strategies. With a more specific focus, this research will investigate the teacher's questioning strategy, which is often used by English teachers when teaching English. Participants in this study were taken from class X high school students. Researchers will only take one class as a sample in this study. The classes to be observed are

class X 2 with a total of 35 students and class XI 2 with a total of 35 students. The study will be carried out in the first semester of the 2023–2024 academic year. In collecting data, the researcher will observe teachers' questioning strategies, which are used by English teachers when teaching English.