

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Teachers need to use various strategies during the teaching process so that students are interested in the learning process. An important strategy in the learning process is the use of questioning strategies. When the interactive process of teaching English takes place, each teacher must master techniques or strategies so that the desired conditions and responses from students can flow clearly. Student participation is important in every learning process because there will be good interaction between teachers and students. When creating an interactive class, teachers need to provide support to students in the form of questions and involve students in practicing speaking skills through interaction. "One strategy that teachers can use is to involve students in asking questions and providing answers to those questions" (Nasrudin 2020).

In the process of teaching and learning English, sometimes a teacher just teaches without asking. This can be caused by many factors, for example; rushing, not understanding the material, not caring about students, or being lazy and so on. All of these causes have a negative impact and can affect student achievement and the quality of teaching Sulistiani (2020).

On that basis, teachers need to be able to apply learning strategies to students to improve student performance and the quality of teaching. Then the teacher must also be able to understand the material and know what the students' needs are, so that the teacher and students can work together during the teaching process, such as asking students questions, then students answering those questions. raised. In this way, feedback occurs between teachers and students. The purpose of the questioning strategy is to give students the opportunity to think about and understand the teacher's questions and to give students time to answer the questions. Therefore, interactive communication will occur between teachers and students. Awareness of the purpose and outcomes of asking questions seems important. Therefore, the aim of this research is to analyze the questioning strategies used by teachers. Based on this, analyzing the teacher's questioning strategy is considered important because it is believed to reveal a lot of information when asking questions. Where it will be seen during the learning process whether the teacher has sufficient and efficient information about questioning strategies during interaction in the classroom.

Learning English is a mandatory subject implemented at SMP Negeri 1 Gunungsitoli Utara which aims to develop students' overall abilities, overall mental development and cultural literacy by studying English. During internship 1,2,3 at SMP Negeri 1 Gunungsitoli Utara, the teacher used several methods, for example the comparative learning methods, then the differentiation learning methods, then the last one is the questioning strategy, where this questioning strategy is one of the strategies used by teachers at SMP Negeri 1 Gunungsitoli Utara to achieve the goal of more active English learning.

Based on the theory regarding questioning strategies, it is explained by experts such as Chen (2016) in Saragih RJ & Nuran AA (2022) who classifies five types of questioning strategy skills, namely; waiting time, repetition, phrases, simplification, probing. From the results of the research that have been carried out, the researcher found that not all of the five types of teacher questioning strategy skills for students have been achieved. Where, at the point of repetition, simplification and investigation the teacher has not yet done it. When the teacher asks a question, the teacher only gives students waiting time to answer the question. After the student answers the question the teacher does not repeat, simplify or investigate whether the answer given by the student is correct or not. So, researchers see that the strategy of asking questions and interactions between students and teachers at SMP Negeri 1 Gunungsitoli Utara has not yet been realized.

Some previous studies conducted, Ekawati et al. (2021) the English teachers actively used questioning strategies in the classroom interaction that they were asking the question to check about the students' understanding about the previous material, to attract the students' attention, to support the students to contribute in the class and also to motivate the students to learn.

Based on research conducted by previous, researchers found differences and similarities in the results of the research. In research conducted by Ekawati et al. (2021), researchers saw that questioning strategies were very important in supporting the contribution of interactions between students and teachers in the classroom. Likewise, in research conducted by Lestari (2022), researchers saw that by asking questions it would create interaction between students and teachers. Meanwhile, there are differences that can be seen from the results of the two studies. The difference found is that Ekawati (2021) aims at the interaction strategy of asking teachers to students. The aim is to motivate students to be more active in understanding the learning material that has been presented by the teacher. Meanwhile, Lestari (2022) aims at a questioning interaction strategy, namely to regenerate students' understanding during the teaching and learning process.

Based on the background above, researcher are interested in conducting research with the title **“Analysis of Teacher Questioning Strategies in Classroom Interaction in Class VIII of SMP Negeri 1 Gunungsitoli Utara 2023/2024”**. Which uses qualitative methods with research instruments of observation, interviews and documentation.

1.2 Focus of the Research

The focuses of the research as follows :

1.2.1 To analyze kinds of questioning strategies are used by English teachers during class interaction at the VIII grade of SMP Negeri 1 Gunungsitoli Utara?

1.2.2 To analyze the students respon when teacher use questioning strategy during the classroom interaction in the VIII grade of SMP Negeri 1 Gunungsitoli Utara?

1.3 The Formulation of the Problem

The research formulated the problem as follows:

1.3.1 What kinds of questioning strategies are used by English teachers during class interaction at the VIII grade of SMP Negeri 1 Gunungsitoli Utara?

1.3.2 To analysis the students respon when teacher use questioning strategy during the classroom interaction in the VIII grade of SMP Negeri 1 Gunungsitoli Utara?

1.4 The objective of the Research

1.4.1 To obtain information about what strategies a teacher uses when interacting in the classroom.

1.4.2 To find out how a teacher applies the their questioning strategies and the responses of the students during the classroom interaction.

1.5 The Significances of the Research

Through this research the researcher expects :

1.5.1 Theoretically

The research result will be a useful source for the next researchers who investigate the research related to the teachers' questioning strategies during the classroom interaction.

1.5.2 Practically

- a. The research result can help teachers' at SMP Negeri 1 Gunungsitoli Utara in 2023/2024 to improve their teachers' questioning strategies during the classroom interaction.
- b. The research result can help the students to achieve learning outcomes optimally if their teacher improves their teachers' questioning strategies during the classroom interaction.
- c. The research process will give an invaluable experience for the researcher to a better English teacher candidate.
- d. The research result will be beneficial for University of Nias to upgrade its rank through scientific publication in the future.