

CHAPTER I

INTRODUCTION

1.1 Background of Study

Educators are people who are responsible for improving the quality of education. In addition, as an educator, you can create an atmosphere of teaching and learning so that students can create their potential. With instruction, one can have insights, respectable character, identity, otherworldly control, and abilities that are useful for themselves and the community. Realizing students who are intelligent, have respectable character, great identity, have otherworldly control, and have abilities that are useful for themselves and the community certainly does not elude the assistance of an educator.

As an English teacher, we need to understand the ideal process for teaching specific competencies and skills. In the education system in Indonesia, the competencies that teachers must have in carrying out their obligations are regulated. According to the Republic of Indonesia Regulation No.14 in 2005 on Teachers and Lectures and Government Regulation no. 74 in 2008 explains "competence is a set of knowledge, skills and behaviors that must be possessed, internalized and mastered by teachers or lecturers in carrying out professional tasks". According to the Republic of Indonesia No. 14 in 2005 no 19 in 2005 on Teachers and Lectures and Government Regulation stated teachers are required to have competencies which include pedagogical, personal, social and professional competencies obtained through professional education.

The Republic of Indonesia Regulation No. 20 in 2003 stated education is a conscious and planned effort to make it happen learning atmosphere and learning process so that students are active develop his potential to have spiritual power religion,

self-control, personality, intelligence, noble character and skills needed by himself, society, nation and state.

The law above implies that one of the characteristics of learning activities namely the activeness of students in the class. The activity of students in the class must be grown, so that the learning atmosphere presented can provide understanding to students. One strategy that can be carried out by the teacher is to ask questions related to the material that has been delivered. Ask as a measuring tool to test the responsiveness of the explanation that has been described.

Kusnandar (2009) stated one of the skills that must be possessed by the teacher is the skill of asking questions, this skill must be owned by a teacher. This skill is a skill that can be a teacher's capital in evaluating learning. In addition, this skill can also arouse students' courage to be able to argue which will have an impact on students' self-confidence. however, the teacher must be able to sort and select questions according to the level of understanding of individual students. Easy questions are given to students who are rather slow in capturing learning and vice versa. For example, the teacher can give rote questions and short answers to students who are slow, and the teacher can ask questions with understanding for students who are fast in capturing learning.

A research conducted by Shanmugavelu, Ganesan, et al. (2020) entitled *Questioning Techniques and Teachers' Role in the Classroom*, showed that proper questioning techniques are important in the teaching and learning process. Proper questioning techniques will make it easier for teachers to get feedback from students whether or not they understand the subject. Beside that questioning also important for enhancing student motivation and promoting positive, critical, and creative thinking among students and to improve the teaching and learning process in the classroom.

Therefore mastery of questioning skills in the current era is very important to understand and implement in the learning process. Mastery of important questioning skills mastered by the teacher aims to encourage students to think about solving a problem, generate old or new understanding, investigate and assess student mastery of subject matter, arouse interest, so that the desire to learn arises, and encourage using knowledge in situations another situation.

Asking questions is one way to find out students' understanding of the material presented by the teacher. Giving questions is not only beneficial for students, but also beneficial for teachers as well. This statement is supported by the opinion of Peterson and Taylor (2012), they stated that teachers and students will benefit from deliberately designed questions.

Asking questions is not only from teacher to student but it is also can from student to teacher. Asking students questions is an important part of the teaching and learning process as it can inspire them to learn, acquire knowledge and improve their critical thinking skills. Ask students to answer questions asked by the teacher orally or in writing so that if there is a student error when answering a question, it can be corrected immediately. Asking students must be applied in the questioning strategies.

Questioning strategies are the methods used to ask students something in achieving the objectives of teaching. Questioning is beneficial for improving students' conceptual understanding, developing knowledge of text structure, and improving the usage of text processing procedures.

A questioning strategy is a method used by teachers to assess a student's ability and how well the student understands the material being taught. In short, questioning strategy is one of the important strategies to improve student performance. There are several types of questioning based on some experts. According to Tienken et al., (2009)

there are high level questioning and lower level questions. Higher-level questions require students to further examine the concepts under the study through analysis, evaluation, and synthesis while lower questions of this level only require students to collect and remember information. According to Anderson and Krathwohl (2001) there are 6 types of questioning for instance remembering, understanding, applying, analyzing, evaluating and creating.

Based on preliminary observation with one of the student of SMKN 1 Batanghari, at the beginning of the lesson, her teacher explained the material by means of a lecture, which she could not fully understand, with the teacher asking her about the material presented, and the teacher re-explaining, she became more understanding about the material. Therefore, researcher conduct research at SMKN 1 Batanghari regarding questions types and teachers' questioning strategies when teaching English to facilitate students' understanding of the material presented.

1.2 Research Questions

The research questions of this study are:

1. What types of questions do English teachers use to facilitate students' understanding of English material?
2. What are teachers' strategies in asking questions to facilitate students' understanding of English material?

1.3 Research Objectives

This study aimed to investigate the types of questions used to facilitate students' understanding by English teachers and to investigate what are English teachers' strategies in asking questions to facilitate students' understanding of English material.

1.4 Research Significance

This study is expected to provide information about the types of questions by teachers to facilitate students' understanding and what are teachers' strategies in asking questions to facilitate students' understanding of English material. Therefore, with this data, for all subjects who are interested in this study. Under these conditions, the researcher believes that the results of the thinking are valuable:

For teachers, this study give the teachers about understanding types of questioning skill to facilitate students' understanding in teaching and give information about the teachers' strategy in asking questions in the teaching and learning process.

Further researcher, this study can help the further researcher or can be used for the further researcher who focus in the same topic and can be one of source about questioning strategies which they might use to facilitate students' understanding of English material.

1.5 Research Scope and Limitation

The scope of this study is in the verbal classroom interaction, which focuses on interviewing and observation. This study deals with the English questions types and teachers' strategies in asking questions to facilitate students' understanding of English material. The questions that are analyzed are all of English questions produce in teaching learning process, whether or not it is related to the content of the lesson. Regarding student responses, ways of student participation and student perceptions are not included in this study.

1.6 Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study:

1. Classroom Interaction

Classroom interaction is the process by which students are involved in activities, such as write, read, discuss or problem solving in analysis, synthesis and evaluation class content. According to Tiwari (2021) classroom interaction is interaction between teacher and students or students and students in the classroom. Interaction in the classroom is intended in this study where the teacher and students interact with each other about the ongoing lesson. Such as the teacher giving questions to students or vice versa or discussing about the lessons.

2. Questions

Question is an expression of someone to know something or information that they do not know. The question is what can stimulate the thought process, and unless the answer generates more questions, the thought process will stall (Paul & Elder, 2009). Asking questions is one of the most common activities used by teachers in class to students to find out students' understanding or test students' competence about the material presented. Asking question or questioning from teacher to student or student to teacher it is intended in this study as one of the facilities that teachers provide or to facilitate students to understand English lessons.

3. Questioning Strategies

Brown and Lee (2015) stated that questioning strategy is for the purpose of starting and maintaining interaction in the classroom. Effective questioning strategies from teachers in the classroom can improve student learning outcomes (Kilgo et al., 2015). The questioning strategies in this study help students to understand English lessons presented by the teacher.