

CHAPTER I

INTRODUCTION

1.0 Overview

This chapter contains the introduction of this research, or it can be referred to as the background of the research. There are also several parts, such as identifying the research problem, limitations of the study, research question, objective of the study, and significance of the study.

1.1 Background of the Research

In the teaching and learning process, classroom interaction plays an important role in supporting students' understanding and participation. Learning is not limited to the delivery of information from teachers to students but also involves communication, interaction, and the exchange of ideas. Through meaningful interaction, teachers can explain learning materials, respond to students' needs, and create opportunities for students to participate actively in the learning process. Effective communication therefore becomes an important aspect of teaching because it enables teachers to establish a classroom environment that supports students' academic and social development (Duta et al., 2015).

In English language learning, classroom interaction becomes particularly important because students need opportunities to understand and use the language in meaningful contexts. Students may experience difficulties when they are required to understand explanations, vocabulary, grammatical concepts, and instructions in

a foreign language. For this reason, teachers need to continuously monitor students' understanding and provide appropriate support during the learning process. In addition to presenting learning materials, teachers need to create classroom situations that encourage students to participate, respond, and communicate their understanding.

Creating active classroom interaction requires teachers to use appropriate teaching strategies. A teaching strategy provides direction for teachers in organizing learning activities and responding to students' needs. The strategy used by a teacher can influence how students participate, understand the learning material, and interact during the lesson. Therefore, teachers need to consider not only what material should be delivered but also how students can be guided to engage with the material and participate in the learning process (McCreary, 2013).

One strategy that can support classroom interaction is questioning. Questions are frequently used by teachers as part of instructional communication because they can encourage students to think, respond, and participate in classroom activities. Rather than merely asking students to provide answers, teacher questions can be used to introduce a topic, recall previous knowledge, check understanding, clarify information, and guide students toward a particular learning objective. The use of questioning can therefore help teachers monitor students' learning while simultaneously creating opportunities for classroom interaction (Feng, 2013; Yang, 2017).

The role of teacher questions becomes more meaningful when they are used as part of the teaching process rather than only as a means of assessing students.

During instruction, teachers may ask questions to activate students' prior knowledge before introducing new material, check whether students understand an explanation, guide them toward an answer, or encourage them to express their ideas. In this sense, questioning becomes a form of instructional support that connects the teacher's explanation with students' thinking and responses. The interaction created through this question-and-answer process can contribute to a more active and meaningful learning environment (Astuti, 2020; Kholishoh & Bharati, 2021).

The effectiveness of classroom questioning depends not only on the number of questions asked but also on the type of question and the way the teacher uses it during instruction. A question may require a specific answer, invite several possible responses, or relate to the procedure of classroom activities. At the same time, teachers may need to provide clues, ask follow-up questions, repeat a question, or redirect a question to another student when students experience difficulty responding. Therefore, the type of question and the strategy used to develop classroom interaction represent two related but distinct aspects of teacher questioning.

In this study, the types of questions refer to the classification of the questions asked by the teacher during the teaching and learning process. Based on Richards and Lockhart's framework, classroom questions can be classified into procedural, convergent, and divergent questions. Procedural questions are related to classroom procedures, instructions, or the organization of learning activities. Convergent questions generally seek focused responses and are often used to elicit specific information or check students' basic knowledge and understanding. In contrast,

divergent questions allow students to provide various possible responses and encourage them to express ideas, opinions, and reasoning.

These types of questions serve different instructional purposes. Convergent questions can help teachers establish students' foundational understanding by asking them to recall information, identify concepts, or provide specific examples. This basic understanding is important because students often need to comprehend fundamental concepts before they can engage in more complex forms of thinking. Divergent questions, on the other hand, provide opportunities for students to explore ideas and develop responses that may differ from those of their classmates. Therefore, the classification of a question should be based on the nature of the expected response and its function within the instructional context, rather than solely on the grammatical form of the question.

Questioning strategies, however, concern how teachers manage and develop the questioning process during classroom interaction. When a student is unable to answer a question, for example, the teacher may provide a clue or additional information to assist the student. The teacher may also ask a follow-up question to encourage deeper thinking, repeat a question to provide another opportunity for students to respond, or redirect the question to another student. These actions represent the teacher's strategies in using questions to maintain interaction and support students' participation. Thus, the type of a question describes the nature of the question itself, whereas a questioning strategy describes how the teacher uses and follows up on questions during interaction.

The distinction between question types and questioning strategies is important in examining teacher questioning during instruction. A convergent question, for instance, may be followed by a prompting strategy when the teacher provides a clue to help students recall the expected answer. Similarly, a divergent question may be followed by probing when the teacher asks students to explain or elaborate on their initial responses. This shows that one question type may be accompanied by different questioning strategies depending on students' responses and the instructional situation. Consequently, analyzing these two aspects separately can provide a more comprehensive understanding of how teachers use questions to facilitate classroom interaction.

The use of questioning is also relevant to the principles of the Merdeka Curriculum, which emphasizes active participation, independence, creativity, and the development of students' skills. In a student-centered learning environment, teachers are expected to facilitate learning rather than merely deliver information. Questions can support this role by encouraging students to recall knowledge, share ideas, explain their reasoning, and participate in classroom discussions. Through appropriate questioning, teachers can also respond to students' understanding and adjust the learning process to their needs (Nurzen, 2022).

However, the implementation of questioning in the classroom may not always result in active student participation. Students may remain silent, hesitate to answer, or experience difficulty expressing their understanding in English. Such difficulties may be related to limited vocabulary, uncertainty about the answer, or a lack of confidence in participating in classroom interaction (Pratama, 2019). In these situations, the way teachers formulate questions and respond to students'

answers becomes important. Teachers may need to select questions that correspond to students' level of understanding and use appropriate strategies to support students when they encounter difficulties.

This issue was also relevant to the context of the present study. Based on the researcher's preliminary observation, classroom questioning did not always receive an immediate response from students. Some students appeared reluctant to answer questions, while others required additional clues or guidance before they could respond. This situation raised the need to examine the questions used by the teacher during the teaching and learning process and the strategies employed to support students' responses. Rather than focusing on questions used in formal testing, this study focuses on questioning as part of the teacher's instructional interaction with students.

SMPN 1 Seririt was selected as the research setting because the school had implemented the Merdeka Curriculum and provided a relevant context for examining classroom questioning within an active learning environment. The study focused on an English teacher teaching eighth-grade students because the classroom interaction involved the use of questions to introduce learning materials, check students' understanding, guide their responses, and encourage participation. By examining actual classroom interaction and supporting the observation data with interview information, this study sought to provide a more detailed understanding of the questions and questioning strategies used by the teacher.

Based on the explanation above, this study was conducted to analyze the types of questions and questioning strategies used by an English teacher during the

teaching and learning process at SMPN 1 Seririt. The study specifically examined how procedural, convergent, and divergent questions were used during instructional interaction and how the teacher employed questioning strategies to support and develop students' responses. Therefore, the researcher conducted a study entitled "An Analysis of Types of Questions and Questioning Strategies Used by the English Teacher During the Teaching and Learning Process in SMPN 1 Seririt."

1.2 Problem Identification

Teacher questioning is a fundamental part of classroom interaction and is frequently used during the teaching and learning process. Questions can serve various instructional purposes, including activating students' prior knowledge, checking their understanding, clarifying learning materials, guiding them toward an answer, and encouraging them to express their ideas. However, the use of questions in the classroom does not always result in immediate or active student responses. Students may hesitate to answer, provide limited responses, or remain silent when they experience difficulty understanding the question or the learning material.

This situation indicates that classroom questioning involves more than simply asking questions. The type of question asked may determine the kind of response expected from students, while the teacher's questioning strategy may influence how the interaction develops after a question is asked. For example, teachers may provide clues, repeat a question, ask follow-up questions, or redirect a question when students experience difficulty responding. Therefore, question types and questioning strategies represent two related but distinct aspects of teacher questioning that need to be examined separately.

Based on these issues, there is a need to examine the types of questions used by the English teacher and the questioning strategies employed during instructional interaction. Such an analysis is important because it can provide a clearer understanding of how teachers use questions to support students' understanding and participation during the teaching and learning process. Therefore, this study focuses on analyzing the types of questions and questioning strategies used by an English teacher during the teaching and learning process at SMPN 1 Seririt.

1.3 Limitation of the Research

This study was limited to the analysis of the types of questions and questioning strategies used by one English teacher during the teaching and learning process at SMPN 1 Seririt. The study focused specifically on an English teacher who taught eighth-grade students. This grade level was selected based on a preliminary discussion with the English teacher, who explained that classroom instruction at this level involved a range of learning materials and question-and-answer activities that provided a relevant context for examining teacher questioning. Accordingly, the study focused on the questions asked by the teacher during instructional interaction and the strategies employed to support and develop students' responses.

1.4 Research Questions

From the background above, some questions were formulated. The research questions were:

1. What types of questions does the teacher tend to use during teaching learning process in the eighth grade of SMPN 1 Seririt?

2. What are the questioning strategies used by the teacher during teaching learning process in the eighth grade of SMPN 1 Seririt?

1.5 Research Objectives

Based on the research questions above, the objective of the research is formulated as follows:

1. To describe the type of teacher's question which tend to be used during Teaching learning process at the eighth grade of SMPN 1 Seririt.
2. To describe the teacher's questioning strategies during teaching learning process at the eighth grade of SMPN 1 Seririt.

1.6 Significance of the Research

The results of this study are expected to provide theoretical and practical contributions to the understanding of teacher questioning during the teaching and learning process.

1.6.1 Theoretical significance

Theoretically, this study is expected to contribute to the understanding of teacher questioning by providing insights into the types of questions and questioning strategies used during instructional interaction. The findings may enrich the discussion of classroom questioning by showing how question types and questioning strategies function as distinct but related aspects of teacher–student interaction. In addition, the study may serve as a reference for understanding how questions are used to support students' understanding, participation, and classroom interaction in an English as a Foreign Language (EFL) context.

1.6.2 Practical Significance

a. For English Teachers

This study is expected to provide English teachers with a clearer understanding of the types of questions they use and the questioning strategies they employ during classroom instruction. The findings may encourage teachers to reflect on how they formulate questions and respond to students' answers. By understanding the different functions of question types and questioning strategies, teachers may use questioning more intentionally to check students' understanding, activate prior knowledge, guide students' responses, and encourage classroom interaction. The findings may also support teachers in adapting their questioning practices to the learning objectives, classroom situations, and students' needs.

b. For Students

Although this study does not directly measure changes in students' learning outcomes or participation, its findings may provide indirect benefits for students by contributing to teachers' awareness of effective classroom questioning practices. The use of appropriate questions and questioning strategies may create more opportunities for students to respond, express their ideas, and participate in classroom interaction. In this way, the findings may support the development of a learning environment that is more responsive to students' understanding and learning needs.

c. For Future Researchers

This study is expected to serve as a reference for future researchers who are interested in investigating teacher questioning in English language

classrooms. The findings may provide a basis for further research on question types, questioning strategies, classroom interaction, student responses, or the relationship between teacher questioning and students' learning experiences. Future researchers may also extend this study by involving different educational levels, more teachers, or other classroom contexts.

