

## CHAPTER I

### INTRODUCTION

This chapter discusses six sub-topics, namely background of study, identification of the problem, limitation of the study, problems of the study, objectives of the study, and significances of the study.

#### 1.1 Background of the study

Nowadays, Indonesian education uses Curriculum 2013 as the latest curriculum. Kurniawan (2017) explains that Curriculum 2013 or well known as K-13 uses an approach called Scientific Approach. Further, Scientific Approach expects students to be more active, able to think critically, and found the concept of a particular topic through cooperative learning during the teaching and learning process (Padmadewi, Artini, & Agustini 2017). Hasan (2013) stated that the Scientific Approach is able to train students develop their abilities to think critically (higher-order thinking level) as the target of learning. There are five steps in the learning process namely observing, questioning, exploring, associating, and communicating based on the concept of learning in the Scientific Approach (Padmadewi, Artini, & Agustini, 2017). Those steps above are essential to applied in the learning process of K-13. However, questioning can be one of the significant steps in the learning process of the scientific approach because requires students to develop their curiosity, creativity, and ability to formulate questions (Sofyan, 2016). He also adds questioning steps in the Scientific Approach could stimulate students to formulate questions that can develop their critical thinking and relate to topics discussed in the classroom.

Regarding those arguments, questioning could stimulate students to develop their thinking skills and ability in formulating critical questions. So, the teacher plays a significant role to ask questions during the process of teaching and learning. According to Redfield and Rousseau, (1981) as cited in Döş et al., (2016) questioning is defined as an important strategy to be implemented in order to improve students' high-level of thinking, to stimulate students' active participation, and to facilitate their learning. Therefore, many definitions of questioning strategy have been discovered. Then, this strategy has become a crucial strategy in the teaching and learning process. According to Sujariati, Rahman, and Mahmud (2016), questioning strategy is a ways use by teacher in order to check whether the students have understood the material taught or not. Which, the teacher could check student's competence in understanding the material taught. Next, Fitriati, Isfara, & Trisanri (2017) states that the questioning strategy could use as a guidance for teachers in deliver a question to the students. Thus, this strategy expected to be applied by teachers since it could help teachers to recognize the appropriate questions asked. In order to maintain the classroom atmosphere, the questioning strategy could increase both teacher and student interaction (Yang, 2017). Besides, questioning strategy also should emphasize on give students opportunity to involve in the learning process (Padmadewi, Artini, & Agustini, 2017). Therefore, the questioning strategy is essential to be implemented since it can create a better quality of teaching and learning process.

In the questioning strategy, questions are the most necessary tool. For that reason, appropriate questions should be asked by teachers during the teaching and learning process. According to Astrid et al. (2019), questions should be brief and

clear, suitable to the students' level, stimulating classroom interaction, and developing their thinking ability. In this case, the teacher should give more attention to the types of questions used in the teaching and learning process regarding their purpose. Besides, the teacher should provide the students enough time to answer the questions and share equally with each student (Padmadewi, Artini, & Agustini, 2017). Almeida (2011) defines questions frequently used by the teacher in the teaching and learning process because it is an instructional tool. Besides, Yang (2017) states that questions plays an important role in build an interaction between teacher and students in the classroom context. In this case, both teacher and students will interact during the implementation of the questioning strategy. Therefore, it can be concluded that question is a crucial tool in the questioning strategy that showed many positive purposes through asking or answering questions.

There are several researchers conducted studies about questioning strategy. Those studies stated questioning strategy was essential then the teacher should apply it in the teaching and learning process. The first study was conducted by Aimah and Purwanto (2018), who analyzed the implementation of teachers' questioning strategies to stimulate students' critical literacy. The result of the study showed that both teachers as the subject of the study used question-planning strategies and question-controlling strategies. It was found that the questioning strategy was beneficial in managing, controlling the class, and stimulating the students' response and critical literacy. Furthermore, another research on teachers' questioning strategies in the process teaching and learning was conducted by Prabowo & Alfiyanti (2013). The result of the study showed that seating arrangement, teachers' feedback, existence of clue, and small group discussion were

the questioning strategies used by the teachers. Meanwhile, another result revealed that problems commonly faced by the teachers when asked questions were the students' less vocabulary and lack of confidence. Thus, interaction between teacher and students tend to be ineffective. Next, Hamiloglu & Temiz (2012) analyzed the impact of teachers' questions on students learning in EFL. They found questions have a significant role in developing students' performance during the teaching and learning process. The use of questions brings a positive impact on developing students' thinking skills. Based on previous research, question as a crucial tool of teaching have a significant role in build an effective learning process as well as the implementation of questioning strategy. Astrid et al (2019) states that there are many different types of questions used by the teacher in order to improve student's proficiency in the target language and make the teaching and learning process runs well.

Based on those previous studies above, it is seen questioning strategy can increase the quality of the learning process. Fitriati, Isfara, & Trisanri (2017) says that question can stimulate students to be more active in which students can share an idea, opinion or suggestion. They also state that teachers' question is effective to elicit students' responses and encourage them to involve n the learning process. Despite the importance of teaching strategies to be used in the classroom, however, the fact showed that there are still many teachers who do not pay attention to the use of questions (Hamiloglu & Temiz, 2012). This is primarily becoming even more important because the pandemic situation which requires teachers to conduct teaching and learning process remotely. Therefore, the current study attempts to analyze the types of questions implemented as well as how the implementation of

questioning strategy was conducted in EFL learning by an English teacher, and to analyze students' opinions of language class as known as BB class and science class as known as MIPA class toward the implementation of questioning strategy in EFL learning conducted during the pandemic situation.

## **1.2 Identification of The Problem**

Nowadays, Indonesian education uses Scientific Approach in the Curriculum 2013 which basically requires students to be able to think critically and formulate questions related to the topic discussed in the classroom. Questioning is one of the procedures which must be conducted in implementing the scientific approach. Its role is important to stimulate ideas from students and also to guide them to the concepts explained by the teachers. Its role is also considered important to stimulate critical thinking of the students. During the Covid-19 pandemic which required the teaching and learning process conducted online, the use of questioning strategy can be very useful and considered important to guide students. In online learning, the fact shows that many students are not willing to participate during the teaching and learning process meanwhile the students are required to be active learners. However, based on preliminary observation conducted, the teacher only sent the material taught without doing any interactions. Regarding this issue, questioning strategy becomes an effective strategy that is necessary to be investigated and how they are used in the classroom interactions

## **1.3 Limitation of The Study**

The scope of this current study was to analyze what types of questions are implemented as well as how is the implementation of questioning strategy conducted in EFL learning and analyze students' opinions toward the

implementation of questioning strategy. This study take place in SMA N 1 Sukawati. The subject was an English teacher who taught English and the twelve grade students of language class as known as BB class and science class as known as MIPA class in SMA N 1 Sukawati. The questioning strategy promoted by the English teacher in the teaching and learning process was the object of this study.

#### **1.4 Problems of The Study**

The problem which will be studied in the current study can be formulated as follows:

1. What types of questions are implemented and how is the implementation of questioning strategy conducted in EFL learning at SMAN 1 Sukawati?
2. How are students' opinions toward the implementation of questioning strategy in EFL learning at SMA N 1 Sukawati?

#### **1.5 Objectives of the Study**

Based on the research questions above, the objectives of this study are:

1. To analyze the types of questions implemented and analyze the implementation of questioning strategy conducted in EFL learning at SMAN 1 Sukawati
2. To analyze students' opinion toward the implementation of questioning strategy in EFL learning at SMA N 1 Sukawati.

#### **1.6 Significances of the Study**

1. Theoretical significance

Theoretically, the result of this study can added new knowledge and information about the implementation of questioning strategy in EFL learning.

## 2. Practical Significance

Practically, the current study also has several significances that will be explained as follows:

### a. For students

The study would help students to possess twenty-first-century skills, namely critical thinking and problem-solving. The questions delivered by the teacher during the teaching and learning process will develop students' critical thinking and problem-solving.

### b. For teachers

The study would provide useful information for English teachers in the field of teaching skills, especially in questioning. I would help teachers to give appropriate questions to the students during the teaching and learning process.

### c. For other researchers

The study was expected to be a basic consideration and information in doing further research.

## 1.7 Definition of key terms

### 1. Questioning strategy

#### a. Conceptual definition

According to Astrid et al. (2019), in order to check students understanding of the material that has been taught, the questioning strategy is effective to be implemented. Yang (2017) states questioning strategy is essential to be implemented since it can increase both teacher and student interaction to build a good classroom atmosphere through the use of questions as a crucial

tool for the teacher. Moreover, questions are defined as the essential tool of questioning strategy uttered by speakers with interlocutors to build an interaction. It can be concluded that questioning strategy is important to be implemented. This strategy is to give the students questions in order to as a tool to build a good interaction between student and teacher then also check student's comprehension of the material taught through questions given.

b. Operational definition

Questioning strategy is one of teaching strategies in which the teacher asks or gives questions to the students in teaching English as a foreign language at SMA N 1 Sukawati.

