

CHAPTER I

INTRODUCTION

A. Background

Education plays a crucial role in shaping a capable future generation. Within the educational setting of SMPN 01 Sumbergempol Tulungagung, the active participation of students in class emerges as a pivotal factor in realizing learning objectives. This participation not only impacts students' comprehension of the study material but also contributes to the cultivation of social and critical thinking skills. Yet, there are frequent challenges in fostering student engagement during classes. The questioning strategy employed by teachers stands out as a significant factor influencing student participation. An effective questioning approach has the potential to engage students' minds, foster teacher-student interaction, and activate the overall teaching and learning process. Questions serve as a widely utilized method in classroom instruction, aiding students in actively engaging with the learning process and enhancing their grasp of the subject matter. However, not all questions prove equally effective in motivating students to participate actively. At SMPN 01 Sumbergempol Tulungagung, teachers often utilize strategic questioning to enhance interaction and engagement during class interactions.

In the realm of English education, the instructional process involves a crucial element known as questioning. This can occur in either direction—from teacher to student or vice versa. The act of posing questions to students necessitates the application of a well-thought-out questioning strategy. This strategy serves as a method to inquire about students' understanding, aligning with the overarching teaching goals. Throughout the teaching and learning journey, it is essential for teachers to assess students' capabilities and the depth of their comprehension regarding the presented material. Subsequently, teachers must gauge students' responses through questioning, fostering interaction between teacher and student, and concluding with feedback from the students.

Questioning behaviour will definitely make students interested in participating without feeling intimidated. Additionally, the questioning process requires “class interaction and real

student involvement is a good way to implement it successfully” (Gillies, 2004, p. 197-213). Highlight the important role of questioning techniques and establishing a dynamic learning environment this concept underline that the questions selected and asked by the teacher have a vital role in stimulating students critical thinking and response in the learning process, Relevant questions have the potential to broaden students understanding of the subject matter being taught, By stimulating focused and relevant discussion, question can direct students attention to important aspect of the learning material lynch also emphasize that effective questioning strategies not only bring about classroom interaction, but also contribute to a deeper understanding of concepts for students, The contribution of questioning strategies in shaping classroom interactions and student responses is an important aspect in the learning context. Understanding how questions are designed and how student respond to them his major implications in improving teaching effectiveness and students understanding of the subject matter taught.

Typically, instructors pose various questions related to the subject matter they are teaching. However, some teachers may overlook employing specific techniques or strategies when questioning students. This aspect holds significant importance in shaping students' comprehension of English, especially when it is a foreign language to them. Moreover, the caliber of the teacher's questions directly influences the development of students' critical thinking skills. The skill of adeptly posing questions in a classroom is considered a fundamental aspect of effective teaching (Khan & Inamullah, 2011). Successful teaching involves not only imparting knowledge but also skillfully formulating questions. In the classroom setting, teachers are expected to possess extensive knowledge and experience since they serve as guides during learning activities. This knowledge and experience contribute to the teacher's authority in the classroom.

The topic of question and answer strategies and student responses to participation in class is worthy of being raised because it has great potential in an educational context. First, a deep understanding of how appropriate questioning strategies can increase student participation can help improve the effectiveness of classroom teaching. By understanding ways to encourage active student engagement, teachers can create a more dynamic and motivating learning environment, which in turn can increase student understanding and achievement. Additionally,

research on this topic can provide valuable insight into the dynamics of interactions between teachers and students. student. By studying students' responses to teacher questions, we can understand students' learning preferences, their level of understanding of the material, and their level of engagement in learning. This information can help teachers design teaching strategies that better suit students' individual needs and create inclusive learning environments. Furthermore, research on debriefing strategies and student participation can contribute to the development of more innovative and responsive teaching practices. By exploring a variety of student questioning and response techniques, we can identify best practices that can be applied in diverse learning contexts. This can help improve the quality of teaching at various levels of education and strengthen the foundations of student learning. therefore, this topic is raised because it has the potential to make a significant contribution to improving teaching effectiveness, understanding classroom dynamics, and developing better teaching practices in the field of education.

The topic of question and answer strategies and student responses to participation in class was not researched, some of the disadvantages that may arise include: (1) Impaired teaching quality, without a deep understanding of effective debriefing strategies, teachers may be unable to create a classroom environment that supports active student participation. This can hinder the teaching and learning process and cause a decrease in the overall quality of teaching. (2) Limitations of innovation in teaching, without research that explores various student question and answer strategies, the possibilities for innovation in teaching will be limited. Teachers may tend to use existing methods without exploring alternatives that are more effective or appropriate to students' needs. (3) Lack of understanding of student preferences, without understanding how students respond to different types of questions and teaching techniques, teachers may struggle to adapt their teaching approaches to students' learning preferences. This can result in a lack of student engagement and difficulty in understanding the lesson material. (4) Lack of responsiveness to student needs, research in this topic can help teachers become more responsive to individual student needs. without a deep understanding of effective debriefing strategies, teachers may be unable to provide appropriate support to students with different learning styles. (5) Increasing learning gaps, without in-depth research on debriefing strategies, there may be

gaps in learning between students who actively participate and those who do not. This can exacerbate learning gaps and cause some students to fall behind in their academic achievement.

The preceding studies have shed light on the distinct approaches to questioning strategies employed by teachers and their effectiveness in classroom settings. Desi (2018) conducted research focusing on the utilization of various questioning strategies by teachers at Muhammadiyah Vocational High School in Makassar. Desi found that teachers effectively employed multiple questioning strategies, waiting for students' responses, repeating questions three times, and rewarding students who answered correctly. The questioning strategies were observed to aid teachers in classroom management and student engagement.

On the other hand, Fahmi (2021) highlighted the preference of students for probing and guiding questioning strategies used by their teachers. Fahmi observed that students appreciated the clarity provided by these strategies, allowing them adequate time to formulate responses.

Furthermore, Nurhidayana (2023) documented the observation of teachers employing specific types of questions across various instructional sessions, including restructuring, simplification, decomposition, and inquiry-based questioning. The findings suggest that teachers utilize a combination of questioning strategies, incorporating various taxonomies to categorize question types. These studies collectively underscore the diversity in questioning strategies utilized by teachers and their impact on student engagement and learning outcomes.

This study differs from the previous research mentioned above in that it yields deeper and more comprehensive findings regarding questioning strategies in the classroom and students' experiences in responding to them. This is achieved through the utilization of different methodologies and the inclusion of variations in the sample population. The findings of this study allow for the formulation of practical recommendations that are directly relevant to teachers and educational practitioners in optimizing their questioning strategies to enhance student learning. Furthermore, this research makes a greater theoretical contribution by expanding existing frameworks on questioning strategies in the classroom, enriching the literature with new understandings and perspectives that were previously unexplored.

In the classroom, a common challenge arises when teachers encounter passive student behaviour, where there is a lack of responsiveness and a tendency to avoid interaction with the

teacher. This situation is particularly noticeable during teacher-student dialogues, such as when posing questions to the entire class with the expectation that at least one student will respond. It is understandable that there will be instances when no student can provide an answer, either due to not knowing it or being unable to articulate it. Consequently, students may hesitate to offer feedback, leading to an overall lack of voluntary responses and limited participation in class discussions. Many students appear unresponsive, sitting quietly with minimal facial expressions, gestures, and verbal contributions. Consequently, teachers receive limited verbal feedback in such situations.

From the outlined challenges, researchers conducted an analysis of the prevalent question types employed by teachers in SMPN 01 Sumbergempol Tulungagung. The examination focused on scrutinizing the strategies used in questioning by teachers in this class. The study delved into assessing the degree of students' active participation when responding to teacher questions and aimed to draw conclusions regarding the correlation between teacher questioning strategies and student participation levels. Subsequently, practical recommendations were developed to guide teachers at SMPN 01 Sumbergempol Tulungagung in enhancing student involvement through the proficient use of strategic questions. This research contributes significantly to our comprehension of the pivotal role strategic questions play in fostering interactive learning environments and motivating students to actively engage in the learning process. The aspiration is that this research provides a valuable scientific contribution to the field of education, particularly at SMPN 01 Sumbergempol Tulungagung, and serves as a reference for teachers in formulating effective question strategies to augment overall student participation.

Based on the explanation above, researchers are interested in research entitled "Questioning Strategies and Response on Student Participation in The Class". This researcher wants to identify teacher questions techniques or strategies used in class and how students participate in class.

B. Research Question

The cornerstone of steering a research project lies in the formulation of research questions, serving as essential guides throughout the research endeavor. Aligned with the background research, the research questions are succinctly outlined as follows:

1. What questioning strategies do teachers use in class?
2. How do the students response to the questioning strategies used by the teacher?

C. The Aims of Study

This research would be aimed at finding out:

1. To find out the teachers' questioning strategies in teaching in the classroom.
2. To know that students response to strategy questions used by the teacher during the learning process.

D. Significance of Study

1. To English Teacher

The aim is for the research outcomes to offer a thorough understanding of classroom questioning strategies to elicit student responses, empowering teachers to stimulate greater student involvement and activity during the teaching and learning experience. Additionally, the hope is that this insight provides teachers with a perspective on question strategies that promote increased student engagement in the classroom, offering valuable guidance to English educators dealing with challenges in encouraging students to express themselves more actively. This, in turn, contributes to creating more effective English language learning environments.¹

2. To Department of English Language Education

This study is expected to have a positive impact on English teacher models especially better and more effective questioning strategies

3. To other researchers

The results of this research help other researchers who are conducting similar research topics related to teachers' questioning strategies on students' responses in class to gain insight into what aspects they should pay attention to.

E. Definition of key term

1. Questioning Strategy

Questioning strategy is an approach utilized by educators to manage classroom learning by posing inquiries to students. This encompasses the selection of question types, alignment of question objectives, management of question frequency, application of question posing techniques, and evaluation of question effectiveness in achieving learning goals. Through questioning strategy, educators can enhance student interaction, facilitate comprehension, and promote active participation in the learning process.

2. Response of student

Response of student refers to the way students respond to questions posed by the teacher. This includes both verbal and non-verbal responses to the questions asked by the teacher during the learning session. Verbal responses encompass direct answers to questions, asking follow-up questions, or participating in classroom discussions. Meanwhile, non-verbal responses include facial expressions, body language, and attitudes that reflect understanding, interest, or misunderstanding of the material being taught. In the context of questioning strategy research aims to understand how students' responses to teacher questions affect the learning process, classroom interactions, and students' understanding of the subject matter.