

CHAPTER I

INTRODUCTION

This chapter is devoted to a description and discussion of the introductory chapter including the background of study, the problem of study, the purpose of study, scope and limitation of study, significance of the study, and the definition of key-terms.

1.1 Background of the Study

As a global language for education, English is now mandatory. It has become more and more popular as a foreign language, particularly as the new globalization era draws near. It can now be taught in schools, particularly when studying English; it is an essential part of English for high school students who want to pursue vocational vocations. Mahbub (2018:229) asserts that vocational education, particularly secondary education, ought to incorporate English instruction. Vocational students must be fluent in both active and passive types of English communication in order to obtain jobs in the global workforce.

The importance of the role of the teacher in the English teaching and learning process should not be overlooked while teaching English in the classroom. In the teaching and learning process, the role of teachers and students is very important in order to create an interactive classroom. The interactive classroom is the most important place for learning, especially learning English because it is to inform and practice their language, in order to create conditions in which students can improve their ability in learning English, namely to use English for actual

communication. Teachers should establish written or spoken communication with their students. Communication in the classroom can be built through interaction. According to Long and Sato in Erianti (2018:58) interactive classrooms are the result of mutual interaction between teacher-student, student-to-student, group discussions, and other participation in the classroom. According to White and Lightbown in Toni & Parse (2013:564) teachers dominate the class, manage topics, use the order of speech, and ask most questions. They ask a lot of questions and also help students answer them. According to Halstead and McLaughlin in Yusriati & Tarigan (2019:1066) question is one of the most important instruments for guiding and extending students' learning. For teachers, questioning is a crucial skill that anyone can learn. Likewise, ways of helping teachers to develop, improve their own raise and formulate questions can also be learned. An essential teaching skill that teachers need to learn is questioning strategy and knowing the right question.

The purpose of questioning strategies is to give students more time to consider and understand the questions the instructor is posing, as well as more time to answer them (Richard and Lockhart, 2011:197). Consequently, there will be interactive discussion between the teacher and the students. Since the teacher's questions have a significant impact on the students' responses, especially when it comes to the application of, teachers should assess their question-presenting technique in terms of the question type level and the asking behaviors.

According to Ambarwati (2021:3) teachers should be aware of the kinds of questions that could aid students in learning the target language when it comes to the significance of teacher inquiries in language acquisition. Sadly, some

educators are ignorant of the need of using appropriate questioning techniques and approaches to support students who are making an effort to communicate. They have no idea that the questions they are asking will affect the way that students speak. Ineffective questioning can make students feel uncomfortable talking or demonstrating their language production abilities in class.

The researcher pre-observed a number of teaching and learning processes in the eleventh grade of *OTKP (Otomatisasi dan Tata Kelola Perkantoran)* classroom at SMK YPK Tenggarong, the researcher found that teacher questions were less motivating for students to interact in class, as a result, students were quieter. In fact, the opportunities that teachers provide for the students to talk have a big influence on getting into classroom interaction. That is the basic reason why the researcher wants to know what types of questions are often used by teacher in the classroom interaction.

This explains the researcher's decision to analyze the questions teacher ask during classroom interaction. In order to ensure that class engagement runs well, the teacher must give the students strategies or kinds of questions. Based on preliminary observations made during the eleventh grade of *OTKP* classroom students at SMK YPK Tenggarong, it appeared that the students were generally quieter and less engaged. In order to investigate this possibility, the researcher is interested doing research about analysis of teacher's questions used in English classroom interactions, descriptive qualitative research that will be conducted at SMK YPK Tenggarong.

1.2 Problem of the Study

Based on the background of the study, the problems of the study are as follows:

1. What are the types of questions used by the English teacher to interact with the students in the classroom?
2. Why does the teacher use those of questions in classroom interaction?

1.3 Purpose of the Study

Based on the statements of the problems of the study, the purposes of this study are:

1. To find out the types of questions used by the English teacher to interact with the students in the classroom.
2. To find out why does the teacher use those of questions in classroom interaction.

1.4 Scope and Limitation of the Study

This research will be focused on teacher's questions in teaching English in the eleventh grade of *OTKP* classroom of SMK YPK Tenggarong. The scope of the study is limited as the following:

1. The variable of the study is an analysis of teacher's questions used in English classroom interaction.
2. The indicator of the analysis are: (1) procedural, convergent, and divergent questions are used by the teacher in the English classroom. and (2) the reasons why the teacher uses those questions.

3. The subject of the study is the English teacher at SMK YPK Tenggarong who is teaching the eleventh grade in academic year 2024/2025.

1.5 Significance of the Study

The results of this research are expected to give important information for the English teachers, students, and the next researchers. The significances are:

Theoretically, this research will give some information about the types of questions that are useful information for them to carry out classroom interactions.

Practically, for the teachers, the results of this study can help them to do class interactions by using questions because class interactions are very important. For the students, the results of the study are expected to contribute to motivate students in increasing students' activity and responding to teacher's questions.

1.6 Definition of Key-Terms

1. **Teacher's questions** are instructional cues or stimuli that the teacher uses to communicate to the students the material elements that need to be taught as well as instructions on what has to be done and how. Teachers typically use them in the classroom to encourage student language creation and to foster interactions during the teaching-learning process. It's critical that educators understand how questions affect communication and learning in the classroom and work to enhance both their own and their students' use of questions. Any questions a teacher asks the pupils out loud when they are studying and teaching English are considered teacher questions in this research.

2. **Technique of questioning** is a method of asking pupils questions in order to obtain information for the goal of teaching. The most successful questioning approach is one that encourages students to completely participate in the learning process. Students can be more involved in responding to questions from the teacher, ensuring that they comprehend the topic and mastering English language skills. In this research, the types and techniques of teacher questions can lure students to be able to respond to a class interaction during the learning process.
3. **Classroom interaction** includes activities such as turn-taking, questioning and replying, meaning negotiation, and feedback. In this study, classroom interaction means communication that occurs between the teacher and students where the teacher gives questions and students also respond to the teacher's questions when the teaching process is in class.