

**AN ANALYSIS OF TEACHERS QUESTIONING STRATEGIES
DURING ONLINE CLASSROOM INTERACTION**

THESIS

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by

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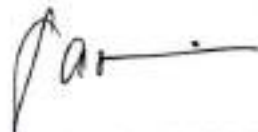
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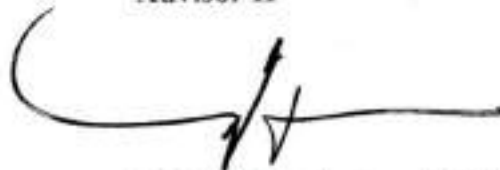
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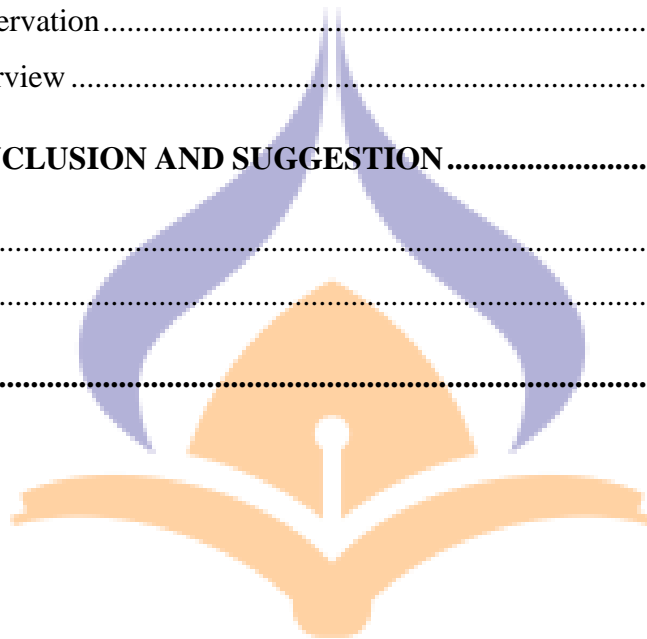


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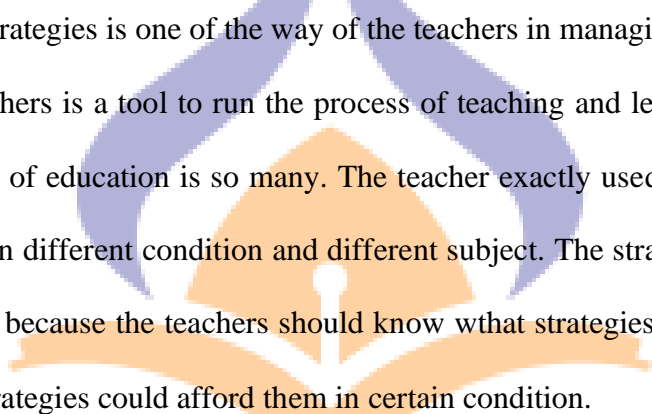


CHAPTER I INTRODUCTION

CHAPTER I INTRODUCTION

This chapter consists of the background of the study, the research problem, the purpose of study, the significance of study, the scope of the study and the definition of key terms. The explanation of each part is presented below:

1.1 Background of the Study



The teachers strategies is one of the way of the teachers in managing the classroom. The strategies of the teachers is a tool to run the process of teaching and learning in a class. The strategy in the world of education is so many. The teacher exactly used it when they need to use those startegies in different condition and different subject. The strategies have a big role towards the teachers because the teachers should know wthat strategies that match with their students and what strategies could afford them in certain condition.

Classroom is the most important place for foreign language learners to practiced and applied their target language (McCarthy, 2016:80).However, classroom is a platform to create a condition in which students can improve their ability in learning English that is for using the English for the real communication (Rismayanti, 2018:1). Interaction is the combination exchange of feelings, thought, or ideas between two or more people (students and students or students and teachers), resulting in reciprocal effect on each other (Brown 2001:165). Moreover, Brown (2015) stated that the interaction is the basic of learning which engaged both in enhancing their own communicative abilities. The role of the classroom itself really have a lot of contribution in making a good interaction between teacher and students.

Online classroom is teaching and learning process without face to face between teacher and students. Online classroom basically is done at home or everywhere without any direct contacts during at that time. The teachers and students can use the internet connection or another platform, such as, Google Meet etc. In making the process of online classroom become easier to do during the pandemic. The students and teachers spend teaching and learning by using online classroom or it also called as distance learning.

The interaction between teachers and learners is one of the most important activity in the classroom process in doing the teaching and learning. Interaction helps the learners to acquire basic skill or a better understanding to solve problems, or to build critical thinking skill such as evaluation, questions are crucial (Syarifah, 2017:1). For teachers, questioning is a key skill that anyone can learn to use well. Similarly, ways of helping teachers develop their own ability to raise and formulate questions can also be learned. It happens when a teacher try to have the interaction in a teacher-class dialog, such as asking questions to the class as a whole, expecting at least one student to respond (Fatmawati, 2020:59). That is why questions have become a popular way in teaching and learning process at school.

In fact, in young learners' classroom, interaction cannot be predicted by teacher because young learners have their own characteristics in learning (Ningtyas, 2020). Students are often more enthusiastic and lively as learners. If the students do not understand about the instruction, they may become too silent. They will get involved in an activity although they do not really understand why and how. However, they are easier to lose interest and are less able to keep themselves motivated on the task which they find difficult (Uspayanti, 2020:54). In this case, the teacher needs to give more effort in managing young learner' classroom more than adult learner' classroom.

According to Kathleen (2015) there are difference between question and questioning; question is a sentence which has an interrogative form or function, while questioning is an

action of asking questions. In most classrooms, questioning remains the common strategy for eliciting responses from students during the whole class teaching. Therefore, questioning may be identified as one of the most popular instructional strategies in the classroom.

Questions are the most common form of interaction between teachers and students in classroom teaching and learning process. Shen and Yodkhumlue (2011) argue that during the process of teaching and learning, teachers's questioning plays a crucial role. Moreover, Meng et.al (2012) argue that question-and-answer activity is viewed as the most common form of communication between students and teachers in the classroom.

Questioning strategies have the purpose to give students more chance to think and to understand what the teacher ask and also to give the students time to answer the questions (Rismayanti, 2018:3). The teacher asks the questions to investigate and to know the understanding of the students which they can use their prior knowledge to comprehend lesson in order to make the engagement between the teacher and students successfully achieved (Zaenudin, 2015:112).

The questionningstrategies is really important for the process of teaching and learning. The questioning strategies have a big role in a teacher on how the teachers teach the students in the classsroom. The process of teaching and learning would success if the teacher apply a good strategy in the classroom whether face to face classroom or online classroom. Actually, the importance of questioning startegies during online learning is not easy to do, so that is why the teacher should pay attention more while they give the student a question in the classroom.

The researcher did the research in the school where the researcher did his as internship training teacher. Based on the experience of the researcher, the researcher saw even when the process of teaching and learning face to face between teacher and students, the classroom interaction is still have many obstacles. The obstacles is found between the teacher and students

in communication. For example, when the teacher asks questions, the students still find it difficult to have a good communication.

The most common factors that make class or students silent because the teachers were unpleasant, not interactive and less comfortable learning environment with their students during the classroom. So, the researcher wants to do the research about analysis of teacher's questioning strategies during online classroom interaction.

SMAN 1 Baitussalam is one of a school in Aceh Besar where English subject has been taught. The researcher chooses some of English teachers in that school because they apply online learning classroom or distance learning. Even they are also run the teaching process during this pandemic. They are the one who really know the condition during online classroom interaction. So, that is why the researcher wants to know about online classroom interaction between teachers and students. The researcher wants to know how is the questioning strategies that applied by teacher in online classroom have an impact or not for both of stakeholders.

Besides, the researcher hopes this research would be useful to SMAN 1 Baitussalam. Besides, it hopes that this study can develop the teachers' understanding about teachers' strategies during online classroom interaction especially in the pandemic situation. Henceforth, this paper can contribute to the process of teaching and learning of English subject at school.

The researcher did the research because the researcher interests about teachers' strategies that used by the teachers during during online classroom interaction. These issues could be a new experience for the researcher to conduct the research because not all of people do the same research. The researcher knows that during the pandemic everything has changed. Even this situation make teachers and students are difficult in involving in the process teaching and learning because usually they have the learning process face to face. But nowadays, they need

to involve and to do everything by using online way. So, that is why the researcher wants to do this research.

Many researches have been conducted related to the Analysis of teachers questioning strategies in classroom interaction. Those researches are believed can support the current research which is conducted by the researcher. The first research is come from Rismayanti from UIN AlauddinMakasarInstitut Islam in 2018. The research is about “An Analysis of Teacher Questioning Strategies during the Classroom Interaction”. The result of the study, The students who preferred display questions to referential questions considered that display questions are easy to answer but they were insufficient for increasing they critical thinking and English speaking skill since they just recall or read the answer from text or previious materials the questions were chalengging the students to speak up and gave the teacher the best explanations and answer from the teacher’s questions, and the questioning strategies was increase the students thinking. Therefore the researcher suggested to use the questioning strategies because the researcher found that the techer’s questioning strategies was occured and increase the students thinking and they build interaction at the classroom.

The second is about “An Analysis of Teacher’s Questions Used in Classroom Interaction at 11th Garde of SMK Ma’arif NU Prambon-Sidoarjo”. The study was conducted by KholifaturRasyidah from SunanAmpel State Islamic University Surabaya in 2017. The research reveals that the result also showed seven questioning techniques used by the teacher in asking the students in the classroom. They are adapting questions on student ability level, asking questions logically and sequentially, asking questions on variety of levels, following up student responses, student time to think when responding, using questions that encourage wide student participation, enouraging student questions.

The last is about “Types of teacher’s questions and students’ responses in developing communicate classroom interaction (A case study of questioning in SMKN 1 Lembar)”. The research conducted by Zaenudin from University of Mataram in 2015. The findings showed that the research findings showed that there were several types of teacher question posed in the process of teaching learning, the types of students’ verbal responses, and by using the suitable modification strategies, the students will be helpful to elicit their response. The discrepancy of using types of questions was caused by the material and approach of teaching. The use of authentic material and classroom discussion technique facilitates the teachers to use referential questions. This lead the students to provide more elaborative responses, more interaction happened and more comprehensible inputs could be provided. This study recommended that questions must be emphasised in classroom activities and that questioning strategies should be intensively given during teacher preparation.

Based on the previous researchers conducted, the researcher is interested to do the same research about teachers questioning strategies . So that is why the researcher conducted the research with title “AN ANALYSIS OF TEACHERS QUESTIONING STRATEGIES DURING ONLINE CLASSROOM INTERACTION”.

1.2 Research Problems

Based on the explanation above. There were some problem that analyzed in this study, there were :

1. What questioning strategies are used by the teachers during online classroom interaction at SMAN 1 Baitussalam?
2. What are the teachers’ questioning obstacles during online classroom interaction at SMAN 1 Baitussalam?

1.3 The objective of the study

Base on the problem of the study above, the objective of the study were:

1. To find out the questioning strategies are used by the teachers during the classroom interaction at SMAN 1 Baitussalam.
2. To find out teachers' questioning obstacles during online classroom interaction at SMAN 1 Baitussalam.

1.3 The Scope of Study

In this study, the researcher only focus to analyze the teacher questioning strategies during online classroom interaction and also teachers' questioning obstacles during online learning. This research only focus on online classroom interaction. So, the result of this research cannot take as a generalisation to another cases.

1.4 Research Significance

Theoretical Significance:

1. This research expected to give a positive contribution for the development of the teachers theory especially in teachers questioning strategies during online classroom interaction.
2. Significance for the students

The result of this research may help the students in having a good interaction between students and teachers. So that students are able to achieve the communication more interactive in the process of teaching and learning.

3. Significance for the teacher

The teachers may understand the questioning strategies that they use and hopefully it can make a good feedback towards their teaching process in the future.

4. Significance for the Institution

This researcher is expected to be a reference for the school or institution to pay more attention in the process of teaching and learning classroom through online learning.

1.5 Definition of Key Terms

1.5.1 Analysis

Analysis means an investigation of the components error of subject-verb agreement made by the students. Analysis is a way of thinking that related to systematic testing of something to determine parts, relationships between the part and whole (Sugiyono, 2014:89).

1.5.2 Teacher Questioning

Questioning strategy is characterized by flexibility as the teacher adjust questioning based on students respond in order to engage students in higher order thinking (Chin, 2007).

1.5.3 Classroom Interaction

Classroom is a platform to create a condition in which students can improve their ability in learning English that is for using the English for the real communication (Rismayanti, 2018:1). Beside, Interaction helps the learners to acquire basic skill or a better understanding to solve problems, or to build critical thinking skill such as evaluation, questions are crucial (Syarifah, 2017:1).

