

CHAPTER I

INTRODUCTION

This chapter outlines the research background, research focus, and purpose of the study, the significance, and defines key terms. It provides a foundational understanding of the underlying issues and the urgency of conducting this research.

A. Background of the Study

In English Language Teaching (ELT), questioning strategies play a crucial role in facilitating classroom interaction and achieving instructional objectives. The teacher employ various types of questions to stimulate students' thinking, check understanding, and encourage active participation. These strategies must be adjusted to students' educational levels and learning contexts, including Vocational High Schools, which emphasize practical skills and workplace-oriented competencies. For example, the questioning strategies used in elementary schools are different from those applied in Vocational High Schools, especially in terms of language use, delivery, and learning orientation.

Well-structured questions allow students to analyze ideas, reflect on concepts, and express their opinions meaningfully. In her study, Chin (2007) specifically examined how certain questioning exchanges stimulated productive thinking in students, as reflected in the depth of their verbal responses. Therefore, questioning strategies are not merely instructional techniques, but also essential components in creating interactive and student-centered learning environments.

Classroom interaction, Tsui (2001), refers to the interaction between the teacher and learners, and amongst the learners, in the classroom. Effective classroom interaction is crucial for both students and the teacher, enabling the exchange of thoughts and ideas, thus promoting reciprocal learning. Classroom interaction in English teaching often remains teacher-centered.

This phenomenon was observed by the researcher during a teaching internship program in a Vocational High School. Based on preliminary classroom observations, most students in technical majors, such as Mechanical Engineering and Computer and Network Engineering, were male. The students tended to be passive during English lessons and were easily distracted, often engaging in side conversations with their friends or their gadgets when the questioning strategies used by the teacher failed to attract their attention. In general, students' focus did not last longer than 30 minutes unless the teacher applied more interactive approaches, such as calling students by name, distributing questions individually, or approaching students directly to prompt responses. As a result, classroom interaction was largely dominated by the teacher, with the teacher being more active than the students during the questioning process.

Despite the importance of questioning strategies in fostering classroom interaction, research focusing on their applications in Vocational High School English classrooms remains limited. Vocational High Schools have distinctive characteristics, including a strong practical orientation and a wide range of students' English proficiency levels, from basic to intermediate. English

learning in Vocational High School is therefore directed toward vocational purposes, such as communication in hospitality, engineering, and business fields. These characteristics present challenges for the teacher in designing questioning strategies that are both inclusive and relevant to students' needs.

Previous studies have shown variations in the use of questioning strategies across educational contexts. The study by Sujariati et al. (2016) found that English teachers in general Senior High Schools frequently used both open and closed questions, in addition to display questions, during English lessons. Lestari and Puspitasari (2022) found that English teachers in Vocational High Schools more frequently employed prompting and repeating strategies. Although these studies provided valuable insights, they have not sufficiently explored the contextual factors that influence the teacher's choice of questioning strategies or the challenges the teacher faces when implementing them in vocational English classrooms. This indicates a research gap in understanding how questioning strategies are applied and adapted in the Vocational High School context.

This study contributes to the body of knowledge in English Language Teaching by providing empirical evidence on the teacher's questioning strategies in Vocational High Schools. By focusing on the Vocational High School context, this research extends previous studies that predominantly examine general education settings. The findings of this study are expected to offer a contextualized understanding of questioning strategies in vocational

English teaching and provide practical insights for the teacher in improving classroom interaction.

This study aims to explore the questioning strategies used by English teacher in Vocational High Schools. Specifically, it seeks to describe the types of questioning strategies employed by English teacher, identify the challenges they face in implementing these strategies, and examine how questioning strategies can enhance students' classroom interaction and engagement in learning English. Therefore, this study focuses on the topic **“Teacher’s Questioning Strategies Used in English Classroom Interaction of Eleventh Grade Students at SMK Negeri 1 Jiwan”**

B. Research Focus

This research focuses on analyzing the types of questioning strategies used by English teacher during classroom interactions in Vocational High School settings, particularly in eleventh-grade TKJ 2 (*Teknik Komputer Jaringan*) English classes at SMKN 1 Jiwan. Focused on the main activity, where the teacher delivers the learning material and interacts most intensively with students through questions. The opening and closing activities of the lesson were not included in this research, as they generally consist of brief greetings, apperception, and summarizing the lesson, which do not substantially reflect teacher questioning strategies in delivering content. By focusing on the main activity, this research is expected to obtain more relevant and in-depth data related to the types of questioning strategies used by the teacher.

C. Research Questions

Based on the background of the study above, the research questions are formulated as follows:

1. What types of questioning strategies are used by English teacher in teaching eleventh-grade students at SMKN 1 Jiwan?
2. How do the teacher's questioning strategies influence classroom interaction in English lessons for eleventh-grade students at SMKN 1 Jiwan?
3. What are the teacher's reasons for using particular questioning strategies in English classroom interaction?

D. Purposes of the Study

The purposes of a study are to find answers to research questions that have been formulated previously. The objectives of this study are as follows:

1. To identify the types of questioning strategies used by English teacher in teaching eleventh-grade students at SMKN 1 Jiwan.
2. To analyze how the teacher's questioning strategies influence classroom interaction for the eleventh-grade students at SMKN 1 Jiwan.
3. To explain the reasons underlying the teacher's use of specific questioning strategies in English classrooms.

E. Significance of the Study

The findings of this study are expected to provide several significant contributions to various parties, the following descriptions:

1. The Researcher

This study is expected to enhance the researcher's knowledge and understanding of questioning strategies in English Language Teaching. Moreover, the research findings may serve as valuable experience and academic preparation for the researcher as a prospective English teacher in designing effective questioning strategies to promote classroom interaction.

2. Next Researchers

This study serves as a reference for future researchers interested in investigating English Language Teaching, particularly in relation to questioning strategies and classroom interaction in Vocational High School contexts. It is expected to contribute empirical data that may support further studies in similar or extended research.

3. The students of the English Teaching Department

The results of this study are expected to provide valuable insights for students of the English Teaching Department, particularly those interested in teaching methodology, classroom interaction, and questioning strategies. This study may enrich academic references for all students in the English Teaching Department.

F. Definition of Key Terms

To avoid misunderstanding, the following terms are defined as follows:

1. Questioning Strategies

Questioning strategies are teaching techniques that use questions to guide and manage classroom interaction, supported by Sujiatmoko et al. (2018) question is assumed to be an initial access for people to share their ideas and opinions about something. Another function of questioning strategies is to control the class. Questioning strategies refer to the types of questions and questioning techniques employed by English teacher in Vocational High School classrooms.

2. English Language Teaching

English Language Teaching refers to the process of teaching English to learners whose first language is not English. Involves the use of methods, techniques, and approaches to improving both spoken and written English, without being limited by age, ability level, or any other specific factors. Ur (2012) argues that effective language teaching, therefore, should arguably be based on a substantial amount of teacher-initiated instruction, though student-centered activation has an essential place as well.

3. Classroom Interaction

Classroom interaction is an important part of the teaching and learning process. Walsh (2013) argues that the improvement of classroom processes depends on the teacher's ability to understand the local classroom context and respond to it effectively. In this regard, classroom interaction plays a

central role in supporting the teaching and learning process. Through questioning, the teacher can encourage students to engage actively in classroom discourse. Through these exchanges, the teacher and students collaboratively share ideas, opinions, and experiences during classroom activities. Classroom interaction also involves questioning, responding, and feedback that help create active participation in the classroom.

4. Vocational High School

Vocational High School is a level of secondary education that focuses on developing students' practical skills and competencies in specific vocational fields through technical training and industry-related practice, supported by Sudira (2016) states that Vocational High School prepares students to work in specific fields through practical skills and job competencies.