

Chapter One

Introduction

In this research, the researcher has investigated teacher questioning. The first point discusses the background of the study and the identification of research problems. The background explains why the researcher is interested in investigating this topic. The second point is identification of the problem. The third point is to describe delimitation of the problem. The fourth point discuss research question. The fifth point is research objective, and the last deals with the study's significance of research..

Background of the Study

The development of the education system in Indonesia has experienced many changes that focus on material development and student activity in the classroom. The ability of teachers to convey learning materials in the learning process is not easy. This awareness makes teachers need to manage classes appropriately to create and maintain teaching-learning processes effectively and efficiently. As supported by Gultom, Hutauruk, & Ginting (2020) asserted, teachers must have teaching skills to achieve learning goals and students can understand what is conveyed by the teacher. One parameter to knowing a student's understanding of a material is by raising questions delivered by teachers (Widiyati, 2020). Providing opportunities for students to think will train students to activate their brains. Therefore, for skills and fluency in effective questioning, a teacher needs to be preparing teaching skill development of questioning and how to ask questions. In questioning, the teachers should pay attention to the items

questioned. Questioning can affect students who have understood the material and student involvement in the learning process.

Based on this background, the teachers need to develop the role of questioning in the learning process. Cues questioning strategies and advanced organizers can positively impact student achievement by helping students identify the essential materials and make connections to prior knowledge (Dean, Stone, Hubbell, & Pitler, 2012). Teaching at Senior High School is a complex stage for teachers in returning students to focus on attending class. High school objectives are to increase student's knowledge to continue in higher education and to self-development in the development of science and technology. Therefore, this topic needs to be teacher questioning of senior high school students during the learning proses should be investigated.

Identification of the Problem

Based on the description above, the researcher believes that questioning can encourage teachers to consciously think about their abilities and beliefs in the learning process. Especially teaching high school students requires the ability to have because it has a lot of material coverage. Finding the right strategy is seen in student activities and managing students' cognitive skills. The teacher can use the implementation of questioning effectively to improve students' cognitive abilities. The cognitive questions that can help teachers to achieve learning objectives, so teachers need to explore questioning more. The questioning significantly impacts are applied according to their respective portions in the learning process.

Delimitation of the Problem

Based on the identification of the problems above, the problems experienced by teachers during the learning process. The researcher focuses on the issue of the implementation of teacher Questioning that can use appropriately in the teaching and learning process. Therefore, the author limit the problem to implementing Questioning for senior high school students during the learning process.

Research Question

Based on the background above, the researcher formulates two research questions on the implementation of Questioning for senior high school students during the learning process:

1. What types of questioning do the English teacher choose for senior high school students in the learning process?
2. How do English teachers implement questioning to senior high school students in the learning process?

Research Objective

Based on the research question above, the objective of this research is purposed as follows:

1. To find out the types of questions that English teachers often use to high school students during the learning process.
2. To find the situations in which English teachers use Questioning for senior high school students in the learning process

Significance of Research

This research can contribute to teaching strategies in the learning process for some pre-service teachers, teachers, and other researchers.

For the pre-service teachers. The result of this research can anticipate difficulties in starting training college student education in teaching practice. The pre-service teacher has a reference for handling students in the learning process.

For the teachers. The results of this study would enable teachers reference or guidance to implement questioning as a learning strategy. Teachers are looking to implement questioning as a learning strategy in the learning process. The teaching-learning process is no longer an obstacle for teachers in maximizing students' potential to achieve the best learning outcomes. The students can be active and focus on receiving the material.

Other Researchers. This study can use other researchers interested in questioning that can influence the teaching process. The research can help other researchers in similar fields, and more participants compare different designs to achieve different results, as described in the literature on methods of developing mixed education.

Organization of the Chapter

In this study have five chapters. Chapter one aim to describe to find out the types of questions and implementation English teachers use Questioning for senior high school students in the learning process included the background of the study, identification of the problem, delimitation of the problem, research question, research objective, and significance of research.

Chapter two discussed the review research theory and existing studies as a reference for the researcher. Several points are addressed in this chapter, including literature review, classroom questioning, the importance of the questioning, the purpose of questioning, types of questioning, the implementation of questioning, reviews of related studies, and conceptual framework. As well as other related research described and a conceptual framework. This chapter discusses the Questioning Techniques for senior high school students during the learning process.

Chapter three explain the methodology use in this research. There are the methodology, research design, research setting, research participant, research instrument, data collection method, research collection procedure and data analysis

Chapter four contains findings and discussion. The result show the types of questioning do the English teacher choose for senior high school students in the learning process. The discussion section contains six question and six implement question that are supported by a lot of theories from experts.

Chapter Five contains conclusions and suggestions. This chapter discusses general responses to research questions and researchers' recommendations. Then, to present to the pre-service teachers, the teachers, and the other researchers.