

CHAPTER I

INTRODUCTION

Chapter I, as its name suggests, presents the introductory elements of this thesis. It begins with the background of the study, followed by the research question, which is formulated based on the thesis title and the aforementioned background. Next, the chapter outlines the study's objectives, derived directly from the research question. Subsequently, it addresses the significance of the study, its scope and limitations, definitions of key terms, the theoretical framework, and the research assumption.

1.1 Background of the Study

Speaking is one of the basic skills besides listening, reading and writing. In learning a language, in this context English speaking is one of the skills that is needed especially if you want to communicate, (Parmawati & Inayah, 2019). Speaking is the ability to express opinions, ask and answer questions. Based on the author's experience while learning speaking in class, such as grammar mistakes, pronunciation errors, and anxiety when performing in front of the class, in this case the author realizes that teachers have an important role in helping students speak confidently without anxiety. In an effort to improve students' speaking ability, various learning strategies can be applied, such as role-play, speaking practice, describing pictures, and storytelling. One strategy that is considered effective is the questioning as a strategy, which not only encourages active interaction in the classroom but also helps students think critically in constructing their answers, (Rahima et al., 2023). Questioning as a strategy is an effective strategy that can help improve the quality of learning. Questioning as a strategy has two main functions: it encourages active interaction between teachers and students and helps improve students' speaking skills. Questioning helps encourage students to think critically, analyse, and dare to express their opinions orally, (Rahima et al., 2023). By creating an interactive learning atmosphere, teachers can utilize questions as a bridge to build effective two-way communication. Through answering questions, students are trained to compose sentences and choose the right vocabulary where this process can indirectly help increase students' confidence in public speaking, (Listyani & Kristie, 2018).

Asking questions is a form of expression of one's curiosity about information. Questioning is intended to explore ideas, issues or something interesting that serves to develop insight. Questioning can be a strategy that can be used by teachers in helping to improve

students' speaking skills, (Wahyudi, 2017). Questioning as a strategy is a method that teachers use to encourage two-way interaction in English language learning. This strategy not only helps students in understanding the material, but also trains their speaking skills by stimulating critical thinking and courage in expressing opinions. (Yulia & Budiharti, 2019) stated that to enable students to be proficient in English, teachers have an important role for students in the teaching and learning process. Teachers need to encourage students to be actively involved in order to create a conducive environment and a communicative teaching and learning process. It is important to build good interactions between teachers and students. To help students to actively participate, teachers need to stimulate students' critical thinking by asking questions that reveal Higher Order Thinking Skills (HOTS). This shows that the teacher is the main role in encouraging students to be actively involved to create a communicative teaching-learning process. It is evident that teachers need to provide questioning strategies to stimulate students' thinking and encourage students to play an active role in the classroom.

In teaching and learning English, there is a process called asking questions. It can be from teacher to student or from student to teacher. Asking questions to students should be applied in questioning strategies, (Hulmayadi Rahman et al., 2024). In the teaching and learning process, the teacher needs to know the ability of the students and how far the students understand the material that has been taught. Furthermore, the teacher must know the students' output before or after teaching by asking questions. So, there must be interaction between teachers and students and then continued with feedback from students, (Lestari et al., 2022)

In the teaching and learning process in the classroom, active interaction between teachers and students is a major factor in the effectiveness of learning in the classroom. The questions asked can be a measure of students' understanding of the material given, besides that questions can be a strategy to improve their speaking skills, (Munna & Kalam, n.d.). By encouraging students to ask questions orally, students are given the opportunity to practice speaking skills, expand vocabulary and build confidence in speaking English. The questioning process also allows students to be actively involved in class discussions. With the discussion that occurs, it not only improves understanding but also trains speaking skills in this case communication. This two-way interaction provides space for students to provide feedback so as to create a more dynamic, interactive learning environment, and encourage the development of language skills as a whole. Basically, asking students questions is not always effective in certain situations To stimulate students to actively speak, questions are needed in the teaching and learning process. It can be concluded that questions serve to describe tasks and reveal certain problems and issues. In the learning process, there are often situations where students cannot answer questions from the teacher. This happens because students feel reluctant to answer or they simply do not know the answer.

Based on the explanation above, the author is interested in conducting research related to the importance of questioning as a strategy in improving students' speaking skills. The author's personal experience in facing challenges when learning to speak English, such as grammar mistakes, pronunciation, and anxiety when speaking in public is the background for conducting this research. The author realizes that to overcome these problems, teachers have an important role in designing effective strategies to encourage students to be more courageous in speaking without fear and anxiety. One strategy that is considered effective is the questioning as a strategy.

Based on this background, the author intends to conduct research with the title “The Power of Questioning as a Strategy to Improve Students’ Speaking Skills”. Although previous research has shown this strategy to be effective, there is still a need for further study on how this strategy is applied specifically in English to improve students' speaking skills. Compared to the findings of the previous research, this study focuses on analysing more deeply the effectiveness of questioning as a strategy in improving students' speaking skills as well as its impact on students' speaking skills in the classroom. Therefore, this research is important to be conducted with the aim of analysing how the questioning as a strategy can be applied effectively in improving students' speaking skills. In addition, this study aims to find out how the role of questioning as a strategy in encouraging students' active participation through asking questions by the teacher and students' oral responses that can help improve their speaking skills and to find out the impact of questioning as a strategy on improving students' speaking skills. This research uses a literature study approach by analyzing various literature sources such as journals, books, and previous research specially journals articles to find out how questioning as a strategy can improve students’ speaking skills, identify the types of questions most frequently used in encouraging students' speaking skills and identify the challenges faced by teachers in implementing questioning as a strategy to improve students' speaking skills.

1.2 Research Questions

Based on the title and the background of the study above, three research question are formulated as follows:

1. How does teachers’ questioning improve students’ fluency in speaking skills?
2. What types of questions are most frequently used in promoting speaking skills among students?
3. What are the challenges of teachers face when implementing questioning as a strategy to improve students’ speaking skills?

1.3 Research Objective

Based on the research question above, the research objective of this research are to describe how questioning as a strategy can improve students' speaking skills, identify the types of questions that are most frequently used in promoting speaking skills among students, and reveal the challenges faced by teachers in implementing questioning as a strategy to enhance students' speaking skills.

1.4 Significance of the Study

This research is expected to provide benefits for various parties in the field of education, especially in English language learning.

- For teachers, this research is expected to provide insight into the use of questioning as strategy can improve students' speaking skills and create more active interaction in the classroom.
- For students, this research is expected to encourage them to be more confident in speaking, answering the teacher's questions orally with confidence and actively participating in class discussions, thus improving their speaking skills.
- For future research, this study is expected to be a reference in developing more effective teaching strategies in using certain strategies in language learning associated with impact.

1.5 Scope and Limitation

This research focuses on three important points related to the three research questions used in this study. The scope is limited to the analysis of published journal articles, without involving field research or direct classroom observation.

The limitation of this study is only the library research approach by relying on articles, journals published in the last ten years (2014-2024) (If possible 2025 too). Only articles discussing questioning in speaking skill contexts are included. The conclusions in this study are based on previous literature. Future research is suggested to use field studies for deeper analysis.

1.6 Definition of Keys Terms

To avoid misunderstanding, some key words used in this study are defined as follows:

- Questioning strategy is a method used by educators to encourage active interaction between educators and students, (Sujariati et al., 2016).
- Speaking is the skill of producing intelligible sounds to convey meaning, resulting in effective communication, (Yasid et al., 2021)

- Teaching strategies refer to the methods teachers use to help students learn effectively and achieve learning goals, (Surayatika, 2022)
- Speaking skill refers to a person's ability to convey ideas and ideas orally, (Utami et al., 2023)
- Questioning as a strategy is a strategy in which questioning as a way to ask students something in order to achieve teaching goals, (Am et al., n.d., 2023)

1.7 Theoretical Framework

In line with the focus of the study, the theories underlying are the theory of teaching English as a foreign Language (TEFL), in particular the theory of teaching using questioning as a strategy and the theory of teaching speaking.

- Reinsvold & Cochran (2012) - Teacher questioning strategies: identifies question types such as display questions, referential questions, recall questions, which have an impact on students' speaking skills. The theory also identifies three main types of questions, namely display questions, referring to questions that address students' knowledge can help students build confidence in speaking, Referential questions, referring questions that encourage students to think critically and provide answers based on their opinions or experiences help students improve speaking fluency and develop thinking, and Recall questions, referring to questions that ask students to recall information from previous lessons can help in practicing language memory in conversation.
- The Socratic Questioning Method
This research adopts the Socratic Questioning Theory as a foundation to explore strategies for improving students' speaking skill The success of this method is influenced by three key factors: material selections. Question type selection, and students' preparation. Additionally, integrating technological aids such as internet access, e-books, and learning programs can further improve the method's implementation. For effective use in EFL classrooms, teachers are encouraged to modify materials, adjust vocabulary instruction, and carefully choose suitable Socratic questions types.
- Farahian & Rezaee, 2012, divide questions based on students' cognitive level according to Bloom's Taxonomy, namely Low-Order Thinking Questions (LOTs) and High-Order Thinking Questions (HOTs). LOTs include questions that test memory and basic understanding, such as questions about definitions of facts, or simple conventions. HOTs, on the other hand, involve analysis, evaluation and synthesis, which require students to think more creatively and critically. This theory is relevant to this study because it examines how the types of questions teachers use in class can improve students' speaking skills

1.8 Research Assumption

This study is conducted under the following assumptions. First, it is assumed that using questioning as a strategy to enhance students' speaking skills may include several types of questions, such as open-ended, follow-up, probing, and reflective questions. Second, it is assumed that the use of questioning as a teaching strategy may have particular impacts on students' learning to master a language skill. Third, it is also assumed that the impacts on students' learning resulting from the use of questioning as a teaching strategy can be inferred from a library study.