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## Question Words Teaching Strategy in Grade 5 of SD Negeri 104267 Pegajahan

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### ABSTRACT

English language education at SD Negeri 104267 Pegajahan emphasizes the importance of mastering question words such as “what,” “who,” “where,” “when,” “why,” and “how,” which form the basis for students' communication skills. This study aims to analyze the teaching strategies used by teachers and the challenges faced during the learning process. The method applied is qualitative descriptive, with data collection through in-depth interviews and literature review. The results of the study indicate that contextual and interactive teaching methods are effective in improving students' understanding of the use of question words. However, challenges remain, such as limited learning time and differences in students' abilities. It is hoped that teachers can integrate technology and implement project-based learning to increase students' motivation and engagement. With continued support, it is hoped that students will be able to communicate with greater confidence and effectiveness and be motivated to continue learning English in the future.

*Question Words, Song-Based Learning, Mnemonic Technique, English Learning, Primary School.*

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## INTRODUCTION

English language education in elementary schools plays an important role in shaping students' communication skills. In today's era of globalization, English language skills are increasingly necessary, not only as a means of communication, but also for accessing various information and opportunities. Mastering English well helps students participate in the global community and paves the way for further education abroad. In other words, English is not merely a subject in school but also a tool that prepares students to face challenges in an interconnected world (Mohama et al., 2022).

One of the fundamental aspects of learning English is understanding question words, which are used to gather information. At SD Negeri 104267 Pegajahan, mastering question words such as “what,” “who,” “where,”

“when,” “why,” and “how” is a key focus in English language learning. These question words are crucial for helping students ask and answer questions, as well as construct proper sentences, which form the foundation of effective communication. Understanding and using question words effectively will help students interact better in various situations (Listyowati et al., 2023).

Unfortunately, many elementary school students struggle to distinguish between the uses of these question words. This issue often arises due to teaching methods that lack context and interactivity. Often, teaching methods that rely solely on memorization are insufficient to ensure students truly understand and can use question words in appropriate contexts (Maru’ao, 2022). This can lead to confusion in communication, where students find it difficult to ask clear questions or give appropriate answers. This lack of understanding can lower students' confidence in using English, which in turn can reduce their motivation to learn further.

Therefore, it is important to apply teaching methods that are more creative and tailored to students' needs. By relating the learning material to everyday life, it is hoped that students will find it easier to understand and use question words in everyday communication. Teaching that involves interactive activities and real-life situations will help students relate concepts to their experiences, making learning more meaningful. Methods such as games, group discussions, and real-life simulations can increase student engagement and make learning more enjoyable.

This study aims to examine the teaching strategies for question words used by teachers at SD Negeri 104267 and the challenges faced in the learning process (Ritonga et al., 2022). Through in-depth analysis, it is hoped that effective solutions can be found to improve students' understanding of the use of question words. In this way, students are expected to be able to communicate more confidently and effectively in the future. Additionally, the results of this study are expected to contribute to the development of better teaching methods in elementary schools, thereby improving the quality of English education in Indonesia.

Furthermore, the development of English language skills among students not only impacts their communication abilities but also their cognitive and social development. The ability to ask and answer questions appropriately can enhance students' curiosity, encourage them to actively seek information, and broaden their horizons. With the right approach, it is hoped that students will not only become proficient in English but also motivated to continue learning and developing their communication skills in this ever-changing world. Through this research, it is hoped that useful recommendations can be

provided to educators in creating a more effective and enjoyable learning environment, enabling students to achieve their full potential in mastering the English language.

## **RESEARCH METHOD**

This research uses a descriptive qualitative approach to understand the phenomenon under study in depth. The data collection techniques used include in-depth interviews with respondents and literature studies (Lubis, 2023). Interviews were conducted using open-ended questions, which allowed respondents to explain their views and experiences freely, resulting in richer and more informative data. In addition, literature studies were conducted to analyze and evaluate written sources relevant to the research topic, such as books, journal articles, and theories underlying the topic under study (Lubis & Ritonga, 2023). The data obtained from these two methods were then analyzed qualitatively by organizing, classifying, and interpreting the information, so as to provide a clear and comprehensive picture of the phenomenon under study.

## **RESULT AND DISCUSSION**

The results of his study show that the question words teaching strategy implemented by teachers in grade 5 of SDN 104267 Pegajahan is effective in improving students understanding of the use of question words in English. Teachers use contextual and interactive methods, such as using daily examples and games, to teach question words.

Interview with teachers showed that the teaching strategies used were effective in increasing student motivation and engagement in learning. Teachers also stated that the use of visual media and educational games helped students understand the functional differences between each question words.

However, the results also show that there are still some challenges faced by teachers in teaching question words, such as time constraints and student difficulties in distinguishing the functions of each question word. Teachers must be creative in delivering the material and provide repeated practice to help students understand difficult concepts.

At SD Negeri 104267 Pegajahan, understanding question words such as "what," "who," "where," "when," "why," and "how" is an important focus in English language learning. These question words form the basis for developing questioning and answering skills (Nugraheni, 2022). Teachers recognize that teaching methods that rely solely on memorization are insufficient to ensure students understand and can use these question words appropriately in

context. Therefore, a contextual approach is applied by linking the material to real-life situations from students' daily lives. For example, when introducing the question word "where," teachers ask students where they live with the sentence "Where do you live?", which is directly linked to the Indonesian sentence "Kamu tinggal di mana?" This connection greatly helps students relate the meaning of question words to real-life experiences, making the material easier to understand and more relevant.

This contextual approach is reinforced by interactive strategies that involve active student participation (Hidayati et al., 2022). Teachers combine various activities, such as picture guessing games, role-playing, and simulations, which allow students to practice in a fun situation. In role-playing, for example, students can pretend to be journalists who have to ask questions using question words. This method has proven effective in capturing students' attention and increasing their motivation to learn. Such interactions encourage students to learn naturally without feeling pressured, making them more confident in asking and answering questions (Manullang et al., 2024). Additionally, the use of visual media, such as images and summary tables, helps explain the differences between question words more concretely, which is particularly suitable for schools with limited facilities.

However, the challenges faced in teaching are quite significant. One of them is the very limited time for English learning. There is a lot of material to be taught, while the duration of learning time is very limited. To overcome this challenge, teachers divide the time between explanation, practice, and games in a balanced manner so that students remain focused and do not get bored quickly. Good time management is very important so that all material can be delivered without compromising the quality of learning.

Differences in student abilities also pose a challenge that requires a differentiated approach to teaching. Teachers respond to this by providing exercises tailored to students' levels of understanding. Students who understand more quickly are given more challenging advanced tasks, while students who are still struggling receive additional guidance and more in-depth explanations. This approach ensures that all students, regardless of their abilities, can follow the lessons well.

As a form of innovation, teachers have hopes and plans to develop more modern and enjoyable learning strategies (Harry Khairunnisa Dwi et al., 2023). They want to utilize technology such as interactive learning applications, for example Kahoot and Wordwall, which allow students to learn while playing. By using technology, learning can become more dynamic and interesting, so that students are more enthusiastic about learning. Additionally, the teacher

aspires to implement project-based learning, where students are encouraged to create posters, short videos, or conversation scenarios showcasing the use of question words (Apipudin & Saputra, 2023). This approach ensures that students not only memorize but also practice using question words directly in real-life contexts.

Collaboration with teachers of other subjects is also part of the learning development plan. Integrating English language material with other subjects, such as social studies or art, can provide a more integrated and meaningful learning experience. For example, students can create projects that combine artistic elements with the use of English, so they feel the relevance of learning in their daily lives. This approach not only improves language skills but also helps students develop creativity and critical thinking skills.

In addition, it is important for teachers to involve parents in the learning process. Holding regular meetings to discuss student progress and providing tips to parents on how to help their children learn at home can increase the effectiveness of learning. Support from parents can provide additional motivation for students to be more active in learning.

Overall, despite the challenges, the learning strategies implemented at SD Negeri 104267 demonstrate that with creativity and enthusiasm, English language instruction can still be effective. Through a contextual approach, interactive methods, and innovative technology-based and project-based plans, students not only learn with enthusiasm but also experience tangible progress in their understanding of question words. Continuous support from teachers and a positive learning environment are expected to facilitate students in learning English more easily and communicating confidently and effectively in the future. Through these efforts, it is hoped that students will not only become proficient in English but also motivated to continue learning and developing their communication skills toward greater improvement. Thus, English language instruction in elementary schools can produce a generation that is not only fluent in language but also ready to compete in the global era.

## **CONCLUSION**

English language education at SD Negeri 104267 Pegajahan emphasizes the importance of mastering question words in improving students' communication skills. Contextual and interactive teaching strategies, such as the use of everyday examples and games, have proven effective in helping students understand how to use question words properly. Despite challenges such as time constraints and differences in student abilities, teachers strive to provide an appropriate approach for each individual. The use of technology,

such as interactive learning apps, and project-based learning can boost students' motivation and engagement, making the learning process more enjoyable and meaningful. Additionally, parental involvement in supporting the learning process is crucial for motivating students. With the right approach and sustained support, students are expected not only to master English effectively but also to feel confident in communicating. These efforts are expected to produce a generation that is not only proficient in language but also ready to compete at the global level and capable of making positive contributions to an increasingly interconnected society.

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