# CHAPTER II

# LITERATURE REVIEW

In this chapter, the researcher will present some literatures related to the research. The following literature is required to provide a theoretical explanation that is suitable for the topic:

## A. Definition of Questioning Strategy

According to Cotton, K (Rafika Yunion, 2020) defined question as any sentences which has interrogative form or function. The term questioning strategies has been used in the teaching and learning process for a long time. In the context of teaching, the strategy refers to the teacher's efforts to create an atmosphere that allows the teaching process to take place and learning objectives to be achieved. The teacher must be able to handle learning components in a way that ensures there is a connection between them. Harvey (2000) explained that questioning strategy is most effective when it allows students to become fully involved in learning process. It means teachers should think how to create the strategic questioning in their lesson plan before teaching and learning process.

Knowledge acquisition requires the use of questioning strategies. People frequently ask one another questions in order to learn more about unknown topics. They are tools for evaluating new concepts, facts, information, knowledge, and experiences. In the language classroom, questions allow the teacher to assess his or her students and urge them to pay attention in class. Asking questions that allow us to achieve our teaching goals or facilitate a standard in the most effective way is the key to effective questioning strategies. Not all questions are appropriate in all circumstances. This means that the teacher must have a thorough understanding of the types of questions that will be asked to students as part of the learning process.

## B. Types of Questioning Strategy

The primary function of the questioning strategy used in class is to facilitate the use of a variety of teaching techniques and methods. There are several questioning strategies that may be used to encourage students to

participate in the teaching and learning process and take more responsibility for their own learning. The key of a teacher's questioning strategy is to create collaborative, dynamic, and engaging learning environments.

In order to determine the most effective way to arrange, organize, and preventing new learning, teachers also used the teachers questioning approach as part of the evaluation of learning. The forms exist for students to think independently, with others, and thoroughly must be prioritized considerably more when developing questioning strategies so that they may create and share better answers.

According to Richard and Lockhart (Ziarah, 2020) there are three types of question:

1. Procedural Question

Teachers use procedural questions to determine what is occurring in the classroom. Procedural questions involve classroom procedures and routines. The focus of procedural questions is not on the material. The teachers use procedural questions to evaluate the student's work and to provide instructions for a new assignment. In procedural questions, students may provide brief responses such as yes or no. Procedural question designed to improve student understanding and classroom interaction. These are some examples of procedural question:

a. Do you understand?

b. Did you bring your book?

2. Convergent Question

Convergent questions can inspire students to respond based on a main topic or body of knowledge. In convergent questions, students can respond depending on the content that the teacher has presented. The answer to convergent inquiries is a short response, such as yes, no, or a brief statement. The purpose of convergent questions is not to engage students in higher-level thinking, but rather to engage students in focusing on the content that has been taught or given by the teacher and recalling previously provided information. These are some examples of convergent questions:

a. What is the common theme of this text?

b. What is the generic structure of this text?

3. Divergent Question

Divergent questions may motivate students to respond with higher-level reasoning. Divergent questions may motivate students to respond based on their own knowledge, experience, and data. It indicates that the students are capable of providing longer answers and more complex sentences. Divergent questions require students to analyze things based on their knowledge and information, as opposed to recalling material already learned. These are some examples of divergent question:

a. What are the possibilities to this?

b. What will you do if you have problem like this?

## C. The Application of Questioning Strategy

In the context of language learning, the teacher's questioning strategy serves various roles in stimulating the students' brainstorming sessions as they create their ideas for responses to the teacher's explanations. According to Clough (2007), effective questioning engages students and makes it clear what they are thinking. Just as significant is the part that questions play in guiding students to the connections they want to make. But not as obvious. However, questioning is essential for assisting students in got a problem in their preconceived ideas and developing more accurate ones.

This application of teacher's questioning strategies is developing student interest, evaluating student preparation for learning, developing student critical thinking, reviewing lessons, conducting interaction, inspiring students, and stimulating and motivating students to be active.

## D. Classroom Interaction

The class, according to Rukmana (2017), is a social environment for students, where there is a process of interaction between students and students, as well as students and teachers. According to Oemar Hamalik (Djamarah 2008), a class is a group of people who participate in learning activities together and are

taught by the teacher. According to experts, a classroom is a space used for teaching and learning activities carried out by teachers and students in order for them to get a lesson at a specific time and hour.

Classroom interaction, according to Richards (2002), is the pattern of verbal and nonverbal communication as well as the types of social relationships that occur in a classroom. Verbal interaction is a type of communication that happens when a teacher and a student interact. Nonverbal interaction, on the other hand, is type of communication between teachers and students without using words. In other words, according to Hitchcock and Hughes in Brown (2001), can be defined as communication patterns between teachers and students, as well as students with students. It means that in the learning process, there is not just a process between the teacher and the students, but also between the students themselves. Because students communicate and share with each other in a classroom, classroom interaction may interest students in learning. Students can connect and develop positive relationships with each other.

The teacher-student interaction in the classroom was primarily centered on whole-class interaction. Among other thing, typically classroom interaction patterns, of which the most widely known is the initiation, response, and feedback/evaluation.

1. Interaction

The teacher is in responsible of the classroom's organization and content, as well as initiating discussions by asking questions.

2. Response

The teacher asks the student a question, and the student responds with an answer.

3. Feedback/Evaluation

The teacher concludes the interaction sequences by giving feedback on the student's responses once the student has answered to the question.

Students can participate actively in the teaching and learning process by interacting in the classroom, and the teacher can monitor the amount of time they spend talking and determine the success of their teaching method. The teacher understands how to involve the students in classroom discussion. As a

result, the teacher is the essential to maintaining that students actively participate in classroom interaction. Classroom interaction, in the context of language, is an interactive procedure that allows students to explore their ideas. Students can become more active in the teaching and learning process through classroom engagement. It indicates that if the teacher provides students the opportunity to speak, they will be eager to participate in class.

Based on the definitions given by some theories, classroom interaction can be defined as a process of thinking and idea exchange in the teaching and learning process that results in a positive relationship and cooperation between teacher and students. Classroom interaction is also used to determine students' understanding and language development.

### E. The Importance of Questioning Strategies During the Classroom

Using questioning strategies to help teachers understand how students respond is important because it may help students pay attention to the lesson and become more interested in the teaching-learning process. Teacher can use questioning strategies to help students understand what the teacher is asking students. Students may be passive because they may not understand what the teacher is asking, do not know how to respond, or are shy. Teachers can solve these issues by using questioning techniques. It can motivate students to talk confidently by motivating them to respond and assisting them in organizing their statements.

According to Gaither (2008), one of the most crucial aspects of teaching and learning is questioning strategy. It allows teachers to learn what students know and understand, as well as for students to seek clarification and help. It means that teachers can figure out what students know and don't know by asking them questions. Teachers and students learn from the use of questions in the teaching and learning process. However, teachers provide opportunities for students to practice and develop their language through questioning tactics.

Various researchers provide different explanations for why teachers ask students questions in the classroom. Gaither (2008), for example, provides two reasons why teachers ask questions in the classroom. First, questions require

replies. As a result, they are used to encourage students to participate in interactions. The replies of the students also give feedback to the teachers, which they may use to improve the content and expression of subsequent teacher-talks. Second, questions are used to take control on the progress of the interaction in which a lesson is given. Questions can be used to inspire students, revise, control, test or assess, investigate, explain, encourage students to focus on a certain topic, elicit information, check understanding, and regulate behavior. It implies that teachers' questions are used not only to encourage students to listen to teacher-talk in order to guide their attention, but also to encourage students to be more active and focused on a specific topic so that teachers may verify and manage their understanding.

A questioning strategy arises is how many times and words that students practice when answering questions from classmates, whether or not the questions provide a wide range of opportunities for students to use the target language in the classroom. This may be answered by returning to the sort of questioning strategies usually employed by the teacher, which is one of the research's concerns.

**F.  Previous Study**

There are some previous researchers that have done study almost similar and related to this study. The study *"Teacher Questioning Strategies: to Improve Student' Motivation in English Classroom Learning Activity"* by Syarifah Rahmah. The objective of this report is to determine the teachers' questioning strategy in English classes at SMPN 8 Banda Aceh, and the improvement in students' motivation to learn English as a result of the teachers' questioning strategy. This research took a qualitative method. The researcher chose two groups of participants: three English teachers and ten SMPN 8 Banda Aceh students. The data was analysed using narrative analysis by the writer. In each season of teaching, the data analysis revealed that the teachers used questioning strategies by applying some sorts of inquiries and executing the type questions. The use of probing and factual questions in questioning was dominant. It is dependent on the content that the teachers have given on to the students. Otherwise, teachers only use divergent and higher order questions a few times.

Other strategies used by the teacher included repeating questions, emphasizing questions, translating into Bahasa Indonesia or mixing questions, getting closer to students, and rewarding students.

The results of the study also revealed that the employment of questioning strategies by teachers in English classroom learning activities had a beneficial impact on students' enthusiasm to learn English. It means that both teachers and students accept the teachers' questioning strategy. Teachers' questioning strategy is to evaluate data: to boost students' motivation in English, classroom learning activities are more effective in improving students' motivation to study English. This earlier study is comparable to the current study. However, there are some differences in the current study. Syarifah Rahmah employed P.E. Blosser's question categories, and the researcher concentrated on the motivation of the students. The data in this study was analysed using narrative analysis. However, the current study uses Richard and Lockhart's theories (Procedural, Convergent, and Divergent Questions), and the researcher also want to describe how twelfth-grade students engage in the classroom when the instructor employs a questioning approach.

The second previous study is *"Teachers Questions in English Foreign Language Classroom Interaction"* conducted by Angga (2015) from Universitas Negeri Semarang. The goal of this study was to explain the many sorts of questions that teachers ask in the classroom during the teaching and learning process. The goal of this study is to discover why teachers use those levels of questioning, to describe the impact of using those levels of asking on students' English comprehension, and to identify students' oral replies to teacher inquiries. The difference between the researcher's paper and previous study is the specificity of questioning strategies used throughout the class. The researcher observed different sorts of questions, whereas a prior study employed different levels of questioning.

The next previous study is *"Teacher Questions in EFL Classroom"* by Rita Erlinda and Sari Rahma Dewi. Through examining the transcripts of the filmed instructions, this study reveals the sorts of questions and their frequency used by EFL teachers in the classroom during the teaching processes. A

significant focus is placed on determining the length of the students' responses to the teacher's questions. The participants were 29 grade eleven students and an English teacher. The results reveal that rhetorical, procedural, closed, open, display, and referential questions were discovered, with the last four categories of questions receiving the most attention. Display questions are more than twice as common as referential questions, with 50.8 percent occurrences vs 14.6 percent, and closed questions are the most popular, with a total of 252, rather more than double the number of referential 62 questions. Open and referential questions generated longer replies from students than closed and display questions. This previous study is similar to the current study in that it focuses on the sorts of questions that teachers commonly ask in the classroom.

All of the previous study mentioned above has focused on the types of questions that a teacher could ask during a classroom interaction. The focus of this study is to look at several sorts of questions that might help the teacher conduct classroom interactions more effectively, as well as to explain how the classroom interacts when the teacher employs a questioning method with seventh grade students. In comparison to prior investigations, the current study employed distinct theories. The researcher will use the Richard and Lockhart theory (Procedural, Convergent and Divergent), which indicates that the current study differentiates from the theories in terms of classification. This research also used different school with the previous studies, this research focused in MTs Sunan Gunung Jati Gurah Kediri because based in researcher's experience and observation, this school supports phenomena that is in line with objective of the research.