

CHAPTER II

LITERATURE REVIEW

This chapter discusses about definition of questioning strategies, types of questioning strategies, the reason of using questioning strategy, classroom interaction and the importance of questioning strategies during the classroom.

A. Definition of Questioning

Asking good questions is good teaching. The results of the study show that in general teachers do not successfully use effective questioning techniques. Skills asking questions becomes important when connected with opinions who says “to think is to ask. Asking is an oral decision asking for processing from someone who is being punished. The response given can be knowledge to the things that are the results consideration. So asking is an effective stimulus that encourage thinking skills. Skills to ask, for a teacher is very important skill to master. Through this skill the teacher can create an atmosphere more meaningful learning. Can you feel, learning will becomes very boring, when for hours teacher explaining the subject matter without being interspersed with questions, either just a provocative question, or a question to invite students to think.

Asking skills for a teacher is a skill that very important to master. Through the skill of asking the teacher can create more meaningful learning atmosphere. Learning will be very boring, if for hours the teacher explains the subject matter without interspersed with questions that invite students to think. Hamdayama (2016: 76) "Skills to ask questions are ways used by the teacher to ask questions to students. Quality the teacher's questions will determine the quality of student

answers.

B. Definition of Questioning Strategies

Questioning strategies is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance the students work and thinking (Sujirati, Q, & M, 2016). On the other hand, teacher questioning is very important for teachers and students. In further, Sujirati & M defined Questioning is one of the techniques most commonly used by teachers and serves as the principal's way in which the teacher controls classroom interactions.

Guest (1985) stated that questioning strategies is one of the important tools to convey students' learning which can help teachers develop their own strategies to enhance the students work and thinking. Harvey (2000) explained that questioning strategies is most effective when it allows students to become fully involved in learning process. It means teachers should think how to create the strategies 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.

C. Types of Questioning Strategies

There are many variety of questioning strategies and that each is important. All off variety question must balance to create an effective questioning process in the classroom learning process. To develop student's ability in the target, the teacher should employ a questioning method as a means of assessing their learning and determining how well they understand the material.

Questions can be classified into many types of question, but in this study the focus will be on the following a few types of question. The questions have categorized more than one number of type's question, According to Richard and Lockhart (1994) there are fourth types of question:

1. Open-Ended Question

Open-Ended Question is a form of question that is intended to get a broader answer, or some information in response to the question. Meanwhile, closed-ended questions are questioning whose answers are more limited, because choices have been made, such as 'yes' or 'no'.

Open-ended questions are ones that require more than one-word answers. The answers could come in the form of a list, a few sentences or something longer such as a speech, paragraph or essay. Although open-ended questions require lengthier responses than closed-ended questions, open-ended questions are not always more complicated. For example, asking "how about your task? it has been checked?" may simply require the students to response the teachers question to

say yes is done or not yet.

2. Close-Ended Question

Closed-ended questions are closed questions that ask respondents to choose answers provided by researchers, where these answer choices can be obtained from desk research or qualitative research. This type of closed question is commonly used in survey questionnaires. Closed questions are usually only answered with yes or no, false or true. Closed questions can also be questions whose answers are very limited.

Closed questions are very suitable for use when we conduct surveys by giving questionnaires to relevant informants. Closed questions allow for a limited number of responses and are ideal for surveys because you get a higher response rate when users don't have to type as much. True and false questions basically consist of one question and TWO answer choices. Most of the time, the answer choices used are 'True and False'. However, you can use other options, such as 'Yes' and 'No', 'I Agree' and 'I Disagree'.

3. Display Question

Tsui in Yang (2010) defines the display question as one designed to test whether the addresses have knowledge of a particular fact or can use because they are interested in the answer, but because they want to get their learners to display their knowledge of the language.

Display question is a type of question that requires the other party to demonstrate their knowledge of a subject when the questioner already knows the answer. Display questions refer to those questions for which the questioner knows

the answer such questions are usually asked for comprehension checks, confirmation check, or clarification requests. Display questions are questions that asked to see if the person is speaking to know the answer. In an ELT classroom, this normally means that teachers ask learners to see if they understand or remember something.

4. Focus Question

Peavey Fran (1997) identifies the situation and the key facts of these questions necessary to an understanding of the issues at stake. Focus questions are questions that clearly define the problem or problems to be solved with a concept map. Questions here focus on understanding the relevant parts of their story. When using strategic questioning in a community polling process, questions focus on how they think about the particular issue at stake.

D. The Reason of Using Questioning Strategies

Elis (1992) identified two reasons why teachers in their classroom asked questions.

- a. Response is required to the question. (The teacher will provide feedback after the students have responded to the question.)
- b. Question is a technique that controls the movement of an interaction in which a lesson is implemented.

According to Adler (2000), one of the basic skills of good teaching is the ability of asking questions to students in order to engage them and inspire higher level thought about the subject under discussion. In other words, teachers used questions to stimulate students' thinking about a subject and encourage them to

engage in higher-order thinking that was suitable to the material and learning aims. In Conclusion, the objective of teachers questioning in the teaching and learning process is to engage students in discussion and create an active classroom in order to enable effective teaching and learning.

E. Classroom Interaction

The class, according to Rukmana (2008:73), is a social environment for students, where there is a process of interaction between students and students, as well as students and professors. According to Oemar Hamalik (Djamarah 2010:175), 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.

According to Rivers (1987) communication is derived from interaction since in communication there must be interaction between people who have something to share. The essence of communication is interaction. The basic purpose of foreign language learning, whether oral or written, is to communicate effectively. In order to achieve that goal, learners or students must collaborate and engage with one another, as well as with the teacher.

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 Hickey 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.

F. 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.

Teachers used various questions and questioning types as a strategy in questioning, according to Winnie (1994), not only to promote classroom interaction, but also to encourage students to communicate in a real-life setting, to build a closer connection with students, and to help students deal with difficulty expressing themselves due to their limited vocabulary. The questions are usually used at the end of a class, but they are also used at the beginning and middle of the teaching and learning process.

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 strategies 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 study's concerns.

G. Previous Study

There is previous research almost similar and related to this research. The research "*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 study 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 research. 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 of previous study is "An Analysis of Teacher's Questioning Strategies during Classroom Interaction at PIBA of UIN Alauddin Makassar," was published in 2018 by Rismayanti. This study focuses on teacher problems in university English classes. It was conducted in order to answer to two of the problem statements, namely: 1) What questioning strategies do teachers utilize during classroom interaction at UIN Alauddin Makassar's PIBA? 2) At UIN Alauddin Makassar's PIBA, to what extent do teacher questioning tactics make the

classroom more interactive? This study was carried out at UIN Alauddin Makassar's PIBA using a descriptive qualitative technique. The study was conducted through observation and interviewing. A PIBA (Program and Intensification of Bahasa Asing/Foreign Language Intensification Program) class accepts the researcher. The results revealed that the most frequently types of questions utilized by English teachers in PIBA at UIN Alauddin Makassar were exhibition and preference questions. Using display questions by English teachers at PIBA of UIN Alauddin Makassar in Academic Year 2016/2017 was to review preceding lessons and verify the students' knowledge of knowledge transfer process, while asking referential questions was to increase the students' speaking and critical thinking skills. Clarifying, guiding, integrating, and anticipating questions were the most frequently types of questions asked by teachers in PIBA classes. Students who chose display questions to referential questions thought that, while display questions are simple to answer, they are insufficient for building critical thinking and English speaking skills because the answer can be simply remembered or read from a text or previous materials. The questions encouraged students to speak up and provide the best explanations and answers to the teacher's inquiries, and the questioning strategies aimed to increase the number of students who spoke up and provided the best explanations and answers.

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.

The focus of this thesis 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 (Open-Ended Question), Convergent (Display Question), and Divergent Questions (Focus Question), 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 SMAN 1 Grogol Kediri.