

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about the definition of question, definition of questioning strategies, types of questioning strategies, classroom interaction, the function of questioning strategies, and the reasons of using questioning strategies.

A. Definition of Question

A question is defined as any comment that has both an interrogative form and function. Teachers' questions in the classroom serve as instructional stimuli, providing students with information about the subject matter and advice on how to complete assignments. Wragg and Brown (2001) in Ziarah (2020), explain that in teaching design and learning facilitation, questions are an important aspect. Both Farmer (2006) and Ziarah (2020) claimed that the ability to ask questions is the ability to connect unknown and known knowledge. The most common method used by teachers in the teaching and learning process is to ask questions. Harlen and Qualter (2002) and Ziarah (2020), argues that the teacher questions have an important role in all levels of students' scientific learning. That is, these inquiries can help students study scientific phenomena and improve abilities during the development process.

During the teaching and learning process, the teacher spends most of his communication time asking questions. According to Brown and Edmonson (1985), as cited in Ziarah (2020), teachers use questions to assess understanding and knowledge to aid education, detect student issues, get facts, test knowledge, focus attention, and maintain control.

B. Questioning Strategies

Nashruddin & Ningtyas (2020, p.5) Questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. In teaching learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught.

According to Harvey (2000) in Sujariati (2016) said that the questioning strategy is most effective when it allows students to be fully involved in the learning process. He stated that while lessons are being planned, it is very important for teachers' to think about the types of questions that will be asked of students'. So the question and answer strategy will help teachers' be more effective in giving questions according to student needs and the types of questions that will be fully involved in student interactions.

According to Friesen (2008), and Fitriani (2018), questioning strategies are one of the most significant aspects of teaching and learning. It allows tutors to learn about what students know and comprehend, as well as for students to seek clarification and help. It means that through questioning, teachers can determine what students know and do not know. Questions help teachers and students in the teaching-learning process.

C. Types of Questioning Strategies

A number of questioning strategies can be used to encourage students to take better responsibility for their own learning and to involve them in the teaching and learning process. The goal of teacher questioning strategies is to make the learning environment more dynamic, engaging, and collaborative. Teachers should use the question and answer method as a form of learning

evaluation to determine how well students understand to assist students in becoming fluent in the target language. The teacher may ask a variety of questions to improve the effectiveness of what they are learning. According to Richard and Lockhart (1994), there are three categories of questions: procedural, convergent, and divergent questions.

1. Procedural question

The procedural question aims to determine what is going on in the classroom. Procedural questions cover classroom processes and routines. Procedure questions to review students' assignments and directions for a new activity. In procedural questions, students can simply answer yes or no. Procedural questions can help improve student comprehension and interaction in the classroom.

Here are some examples of procedural questions:

- a. Did you finish your work?
- b. Can you read the book page 25?
- c. Do you understand?

Procedural questions are usually used to gather detailed information about a process or procedure, such as how something is done or how to complete a certain task.

2. Convergent question

Convergent questions encourage students to answer to a question by focusing on a certain topic or piece of knowledge. Students can respond to convergent questions with the knowledge provided by the teacher. Convergent inquiries are answered with short responses such as yes, no, or a quick comment. The objective of a convergent question

is not to inspire students to think at a higher level, but rather to keep them focused on the subject that the teacher has described or given, as well as review learned knowledge.

Here are some examples of convergent questions:

- a. What do we have breakfast?
- b. Do you know about definition of letter?
- c. What the meaning of Letter?

The example question above is a convergent question. Convergent questions are questions that elicit answers that are specific, generally acceptable, and allow for easy analysis and evaluation

3. Divergent question

Divergent questions can motivate students to think about the problem more deeply. Using a variety of questions, students' can be encouraged to answer based on their knowledge, experience, and information. It means that children will be able to respond to questions with longer, stronger sentences. Divergent question require students' to evaluate something using their skills and knowledge rather than just memorizing previously learned material.

Here are some examples of divergent question:

- a. What do you think about this picture?
- b. What did you learn about this material?
- c. What is the message of this story?

The example question above is a divergent question. Divergent questions are questions designed to elicit a variety of responses. This

divergent question can encourage students to think creatively and critically by exploring related to the material.

D. Classroom Interaction

Classroom interactions include alternating, asking and answering questions, negotiating meaning, and providing feedback. According to Chaudron (1988), interaction between teacher and student very important in teaching learning. In relation to previous statement, we know that interaction in the classroom is very important, there would be no teaching or learning in the classroom. Good interaction facilitates the transmission of messages and fosters a positive interpersonal bond between teacher and student, resulting in increased student achievement in language acquisition.

Brown (2001:169) emphasizes that the most important key to create an interactive language classroom in the initiation on interaction by the teacher. Classroom interaction can be defined as communication patterns between teachers and students, as well as among students themselves. Although teacher-student interaction is important in modern classrooms, Kumpulainen and Wray (2002:4), argue that new learning concepts and their pedagogical consequences have enhanced collaborative work models with small groups of students in many classroom.

The majority of class interactions are focused on whole-class interactions between teacher and student. The most well-known classroom interaction patterns are initiation, response, and feedback/evaluation. Initiation: The teacher is in charge of the class's structure and content. Begin a conversation by asking a question. Response The question is posed by the teacher, and the student responds to it. Evaluation/Feedback. The interaction

sequence is finished by the teacher giving the student feedback on their answer after they have responded to the inquiry.

Interacting in the classroom allows students to actively participate in the teaching and learning process, while teachers can measure the amount of time they spend speaking and assess the success of their teaching approaches. The teacher understands how to engage students in classroom conversations. As a result, the teacher must ensure that students actively participate in classroom interactions. Classroom engagement allows students to become more involved in the teaching and learning process. This demonstrates that allowing students to talk will encourage them to participate in class. Many theories argue that the classroom interaction is a process of thinking and brainstorming during the teaching and learning process that creates positive communications and cooperation between teacher and student. Students' language understanding and development are also evaluated through class engagement.

E. The Functions of Questioning Strategies during the Classroom Interaction

Questioning is one of the most common activities that teachers engage in during the teaching and learning process. The clear purposes that teacher questions serve can explain how they are used in the classroom. These functions can be divided into three major categories: diagnostic, educational, and motivational (Kauchak & Eggen, 2014).

1. Diagnostic Tool

The teacher can learn about the students' thoughts on a topic or piece of material by asking them questions in class. Teachers can learn

about their students' opinions and detect misconceptions by asking probing questions.

2. Instructional

Students can learn the new materials more effectively. Students' thinking can be developed through the practice and feedback that questions offer. Inquiries can also be used to explain relationships within the subject matter under discussion.

3. Motivational

Teachers can actively engage students in lessons by asking questions. Teachers can use questions at the start of a lesson to get students' interest and keep them focused. Frequently asked questions can promote active learning and provide opportunities to keep students engaged while studying. Teacher questions can have different functions. Such as focusing students' attention, maintaining classroom discipline, encouraging student participation, and moving the subject forward, among others (Shomoossi, 2004, p. 101). Furthermore, Erianti (2018, p. 15) stated that the functions of teacher questions are:

a. As a teaching device

In the teaching and learning process, the teacher can use questions as a communication method. When a teacher uses questions well, they can encourage students to participate in class discussion while the lesson is being taught.

b. Teachers can improve their communication skills by asking the correct questions in a particular situation, allowing them

to learn more and obtain better information, build stronger relationships, manage the classroom effectively, and promote their students' learning.

F. The Reasons of Using Questioning Strategies

There are various reasons why teachers' should ask their students' questions. The questions are either addressed to individual students' or to the entire class in their class. Teachers' use a variety of questions and question types as a strategy to encourage students' to communicate in real life as well as to promote class interaction.

According to Ellis (1992), there are two reasons why teachers ask questions in their classes. For starters, questions necessitate responses and thus serve as a means to compel learners to participate in the interaction. Learner responses also provide feedback to the teacher, which can be used to tailor the teacher's next presentation's content and expression. Second, the question is used to control the progression of the interaction by imposing lessons.

Questioning can also be used to inspire students, revise, control, test, or assess, investigate, explain, encourage students to focus on certain themes, gather information, check comprehension, and control behavior (Young 1992; Richards & Lockhart 1994). This means that the teacher's question is used not only to encourage the teacher to talk so that the students' attention is focused, but also to test the students' ability to be more active and concentrated on a certain issue, allowing us to examine and manage the students' comprehension.

According to Adler (1982: 88-89), "one of the basic skills of good teaching is teachers asking students questions to engage them and acquire a deeper level of thinking about the subject being discussed." As a result, in

order to help students reach a new level of thinking, educators must reach out to learners' hidden levels of knowledge and awareness. This means that, through the art of thoughtful questions, teachers can help students not only extract factual information, but also connect concepts, draw conclusions, raise awareness, encourage creative and imaginative thinking, assist critical thinking processes, and generally help students explore at a deeper level knowing, thinking, and comprehending.

G. Previous Studies

There have been several previous studies with titles that are almost similar to this study and related to it. The first previous study was conducted by Juwita and Ade (2022). The purpose of this study was to identify the many types of teacher asking methods, analyze the popular teacher asking strategies, and understand why teachers ask students questions. This study used a qualitative descriptive strategy. This study's data collection methods included observation, video recording, and interviews. The results revealed that teachers' questioning strategies included waiting time, repetition, paraphrase, simplicity, and probing. Teachers ask students questions to develop critical thinking, improve vocabulary comprehension, clarify students' speech, engage students in learning, assess student understanding, and encourage students to participate in class.

The second previous study was conducted by Robeirt (2021). The The research employs a qualitative descriptive method. The study involved observing and interviewing three English teachers from various classrooms. This study employs Xuerong's theory-based questioning strategies, including question control and question planning. The findings revealed that question

control tactics are the most often used by teachers for teaching online classes, while question preparation strategies are the least used method to assess understanding of the subject given..

The last previous study conducted by Modi (2021). This study aims to examine teacher questioning strategies as well as students' perceptions of key questions in EFL classroom interactions. This study employs a case study design that focuses on descriptive analysis. The search was carried out at one of Semarang's high schools. The study included two English teachers and two classrooms. Data were collected through classroom observations, interviews, questionnaires, and documentation. This study classified and analyzed data findings using Chen, Anderson, and Krathwohl's (2001) theory to identify teacher questioning strategies and students' views of important questions in EFL classroom interactions. The findings revealed that teachers' questioning strategies when asking key questions included waiting time, repetition, paraphrase, simplicity, and probing.

All previous study has focused on the types of questions used by teachers during classroom interactions. The current study aims to observe the many types of questioning methods used by English teachers, as well as to explain why teachers use questioning strategies in teaching the language in their classes. This research used a different theory than earlier studies. The researcher mentions Richards and Lockhart's ideas (procedural, convergent, and divergent questions), implying that this study applies a new classification to those theories. This study also employs a different school from the previous study; this study focuses on MA Ma'arif NU Blitar in class XI, therefore this research is different from the previous study.

