

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter offers the findings of a thorough review of the literature on the subject. It consists of seventh parts, namely definition of question, definition of questioning strategy, types of questioning strategy, classroom interaction, and the important of questioning strategies in the classroom interaction.

#### **A. Definition of Question**

A question is any statement that has an interrogative form and function. Teachers' questions are defined as instructional or stimuli in classroom learning activities that convey to students the content of items to be learnt as well as directions for what they are to do and how they are to achieve it. The question is an important aspect in the design of teaching and facilitating learning, according to Wragg and Brown (2001) in Ziarah (2020). Farmer (2006) and Ziarah (2020) both claimed that asking questions is a talent that allows one to bridge between unknown and known knowledge. As a result, asking questions in classroom learning activities is an important factor that should be included.

During the teaching and learning process, one of the most common methods used by teachers is to ask questions. Teachers' questions play a role in every level of students' scientific study, according to Harlen and Qualter (2002) in Ziarah (2020). It means that the questions may make it easier for students to investigate scientific phenomena and build skills in the development process. Teachers are known to ask a lot of questions, that according research. In 1967, Schreiber

observed that during a 30 minute social studies session, fifth grade instructors asked around 64 questions apiece. More recently, Kerry (2002) in Ziarah (2020) confirms these figures, arguing that people ask an average of 43.6 questions every hour, and that in a normal career, they will ask 2 million questions.

Even if a teacher asks a large number of questions per class, the questions are always of the same type. Classroom teachers offer low-level questions that rely primarily on memory. The usage of low cognitive level questions by teachers has been confirmed at all school levels (from elementary to university) and across a wide range of topic areas.

Teachers spend a considerable portion of their communication time asking questions during the teaching and learning process. It is important to ask why teachers ask questions. What is the purpose of the teacher's question? Teachers used questioning to assess understanding and knowledge to aid teaching, to identify students' difficulties, to recall facts, to test knowledge, to focus attention, and to retain control, according to Brown and Edmonson (1985) in Ziarah (2020). According to Kerry (2002), recall is the most common function of teacher's questions, accounting for 60% or more of all teacher's questions. The percentage of management questions may range from 12 to 30%. Teachers, on the other hand, appear to be oblivious of this distinction, as they repeatedly ask the same kind question in classroom learning activities, resulting in students' incapacity to improve their knowledge and abilities by the end of class.

## **B. Definition of Questioning Strategy**

The term "questioning strategy" is composed of two words: "question" and "strategies." Requesting something in order to obtain information. Cotton, K. (1998) in Ziarah (2020) described a question as any sentence with an interrogative form or function, while Linch (1991) defined a question as a command or interrogative expression designed to obtain information, a response, or to test understanding. In the teaching and learning process, the term "questioning strategies" has long been used. As a result, different definitions of questioning strategy exist.

Questioning strategies are methods for asking students questions in order to obtain a goal in the teaching and learning process. According to Guest (1985), questioning approach is one of the most significant instruments for communicating students' learning, and it may help teachers develop their own strategies to improve students' work and thinking. In other words, according to Harvey (2000), the most effective questioning style is one that allows students to completely participate in the learning process.

Questioning techniques is one of the most important aspects of teaching and learning processes. According to Guest (1985), one of the most essential tools for extending students' learning is the questioning method, which can assist teachers in developing their own strategies to improve students' work and thinking. It follows that we cannot overlook the importance of questioning tactics for both

teachers and students. Questioning strategies can also assist students in learning and improving their performance.

People frequently ask one another questions in order to learn more about unknown topics. They are tools for evaluating new approaches, facts, information, knowledge, and experiences. To make instruction more effective and to improve learners' proficiency in the target language, teachers in English foreign language classrooms use a variety of questions. There are four categories of inquiries, according to Cagnon and Collay (2001): 1) Guiding Questions, those questions is to encourage students to think in ways they haven't done before and to engage students in the answer. 2) Anticipated Questions, that could be beneficial for creating a suitable bridge to evaluate what the students are learning or believing right now. 3) Clarifying Questions, are aimed to do more than simply answer students' question. Enlighten them about their thoughts by asking clarifying questions should also encourage further thought by framing new ones. 4) Integrating Questions, were typically posed to students when they were nearly finished with they were nearly finished with the assignment.

### **C. Types of Questioning Strategy**

There are a variety of questioning strategies that can be used to motivate students to take more responsibility for their learning and to involve them in the teaching and learning process. To develop students' ability in the target language, the teacher should employ a questioning method as a means of assessing their learning and determining how well they understand the material. Questioning

tactics are intended to make the learning environment more interactive, active, and collaborative. To make teaching and learning more successful, the teacher might use a variety of question kinds.

According to Richard and Lockhart (1994) there are three types of question:

### **1. Procedural Questions**

Teachers ask procedural questions to find out what is going on in the classroom. Procedures and routines in the classroom are the subject of procedural questions. The focus of procedural questions is not on the content. The teacher uses procedural questions to check the student's assignment and directions for a new activity. Students can provide short answers such as yes or no to answer procedural questions. Procedural question to improve student comprehension and interaction in the classroom.

These examples of procedural questions:

- a. Did everyone bring dictionary?
- b. Why you are not doing this assignment?
- c. Are you understand students?

### **2. Convergent Questions**

Convergent questions can inspire students to respond to a question by focusing on a key topic or piece of material. In convergent questions, students can respond to the question using the information provided by the teacher. Short answers, such as yes, no, or a short comment, are used to respond to

convergent inquiries. The purpose of a convergent question is to encourage students to stay focused on the subject that has been delivered or given by the teacher and to focus on recalling previously learned knowledge.

These examples of convergent questions:

- a. What kind of the expression of the answering?
- b. What the material that you get?
- c. What are they talking about?

### **3. Divergent Questions**

Divergent questions can challenge students to use higher-order thinking to respond to the question. Students can be encouraged to respond to questions based on their knowledge, experience, and information by using a variety of questions. It means that pupils will be able to respond to questions with longer responses and more difficult sentences. Divergent questions demand students to evaluate something using their expertise and information rather than only recalling previously learned material.

These examples of divergent questions:

- a. What do you think about this video?
- b. What do you predict will happen after they fishing together?
- c. What is the message of the song?

#### **D. The Reason of Using Questioning Strategy**

Elis (1992) identified two reasons why teachers in their classroom asked questions. 1) A response is required to the question. The teacher will provide feedback after the students have responded to the question. 2) A question is a technique that controls the movement of an interaction in which a lesson is implemented.

Teachers ask their students questions to obtain knowledge, analyze information, and draw conclusions, according to Richard and Smith (2000). Question serves a variety of purposes in the learning process, including motivating, testing, assessing, exploring, revising, encouraging, explaining, controlling, and ensuring students' knowledge.

#### **E. English as a Foreign Language (EFL) Class**

English as a Foreign Language (EFL), according to Gebhard (2006), is described as the study of English by persons who lives in environments where English is not used as a first language. He said that that in such a situation, children have little opportunities to practice English outside of the classroom. Harmer (2007) uses a similar definition, describing EFL as the teaching of English to students in learning English in their native country or are interested in short English language courses.

#### **F. Classroom Interaction**

Classroom interaction is used in this study to define the type and content of behavior or social interaction in the classroom. Classroom

interaction occurs when students and teachers communicate in the classroom during the teaching and learning process. The teacher will learn the ideal technique to teach the pupils through classroom interaction. Classroom interaction, according to Chaudron (1998), is defined by classroom activities such as turn taking, questioning and answering, meaning negotiation, and feedback. Classroom interaction can be characterized as communication patterns between teachers and students, as well as students with students, according to Hitchcock and Hughes in Brown (2001). To conclude, classroom interaction is a process that occurs not only between the teacher and the students, but also between students and students during the learning process. It can stimulate students in learning by allowing them to discuss and share with one another in a classroom setting, allowing them to interact and form positive relationships with one another. Students can participate fully in the teaching and learning process by interacting in the classroom, and the teacher can measure the amount of time they spend talking and determine the success of their teaching method.

Classroom interaction can be characterized as a process of thinking and idea exchange in the teaching and learning process that results in a constructive relationship and collaboration between teachers and students, according to various theories' definitions. The knowledge and linguistic development of a student are also assessed through classroom engagement.



### **G. The Importance of Teacher's Questioning Strategies in the Classroom Interaction.**

Teachers in traditional classrooms are in lead of the interaction and speak the most. According to (Yang, 2010:2), this interaction type is likely to limit students' ability to communicate via language. Teachers provide opportunities for children to use and practice their language using questioning tactics. This strategy arises from the number of times and words that students practice when answering questions from classmates, as well as whether or not the questions provide students with a wide range of opportunities to employ target language in the classroom. This can be answered by returning to the type of questioning strategies usually employed by the teacher, which is one of the research's concerns.

### **H. Previous Study**

There have been several previous studies with titles that are almost similarly to this one and are related to it. The first study, "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.

Sujiriati, Qashas Rahman, and Murni Mahmud conducted a second study in 2016 titled "English Teacher's Questioning Strategies in EFL

Classroom at SMAN 1 Bontomarannu." The teacher employed questioning strategies in each teaching session, according to the research, by applying some types of questions and implementing the type of questions. The open/closed questions and display questions were the most common; however, this varies depending on the subject that the teacher delivered to the students. The recall and referential questions, on the other hand, were only used a few times by the teacher. Other tactics used by the teacher included repeating questions, emphasizing questions, translating into Bahasa Indonesia or mixing questions, getting closer to students, and motivating students. The results of the study showed that the employment of questioning strategies by teachers in EFL classrooms had a favorable impact. Many students believed, as seen by their responses. Furthermore, the observation indicated that both the teacher and the students participated in effective questioning strategies.

In 2019, Annisa Astrid, Rizqy Dwi Amrina, Deta Desvitasari, Uci Fitriani, and Aisyah Shahab should publish "The Power of Questioning: Teachers' Questioning Strategies in EFL Classrooms." The purpose of this study was to show the many types of questioning strategies used by teachers in their regular teaching practices in an EFL classroom, while the interview was utilized to learn why they used those strategies. Teachers used three types of asking strategies in their teaching and learning processes, including convergent, divergent, and procedural questions, according to our findings. Convergent questions (yes/no and quick replies)

were commonly used by teachers. Teachers liked those types of questioning strategies for five reasons: recalling students' comprehension, keeping students' attention, developing students' higher-order thinking, and engaging students in learning activities.

All of the preceding research has focused on the types of questions that a teacher might ask during a classroom interaction. The purpose of this study is to look at several types of questions that could help the teacher conduct classroom interactions more effectively, as well as to describe how the classroom interacts when the teacher employs a questioning method with seventh grade pupils. In comparison to previous studies, the current study used different theories. The researcher will employ the Richard and Lockhart theory (Procedural, Convergent, and Divergent Questions), which indicates that the current study varies from the theories in terms of classification. This study used a different school than previous studies, focusing on 2<sup>nd</sup> grade “A” high school of Pondok Pesantren Wali Songo Ngabar Ponorogo. As a result, our present study differs from earlier research.