

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses: a. definition of teaching strategy, b. definition of questioning strategies, c. types of questioning strategies, d. purpose of questioning strategy, and e. previous study.

A. Definition of Teaching Strategy

Teaching strategy is a method uses by a teacher in teaching and learning process. Strategy is intended for someone can achieve something that they want. Such as in the teaching and learning process, there are goals to be achieved by a teacher to their students. According to Lawton cited in (Sarode, 2018), “teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behaviour in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy”. Teaching strategy is the way which used by teachers to help them in explain the material and help their students to understand material with systematic step and easier.

B. Definition of Questioning Strategies

Questioning strategy consists of two words, question and strategy. A question as a sentence which by word orders use of interrogative words or intonation, request information, and answer, etc; question is a command or interrogative expressions used to elicit information or a response or to test knowledge (Triwuryani, 2018). A question is a sentence, phrase, or

gesture that searches for information through an answer. This means that the question is asked when the teacher says something like a word, phrase, or sentence that the interlocutor or listener must repeat (Triwuryani, 2018). The purposes for asking questions might be to stimulate student participation, to initiate discussion of a topic, issue, or problem based on previous learning, and to evaluate students' preparation for a later learning task (Triwuryani, 2018).

The strategy is to gain, take an advantage over your opponents and competitors. (Triwuryani, 2018), questioning strategies as the method which are used to ask something for the students to achieve their goals in the classroom.

From the explanation of definition, the researcher concludes that questioning strategy is an educational and learning process strategy to find out what the student knows and understands about the material in order to achieve the educational objectives and involve the student in the learning process.

C. Types of Questioning Strategies

The key to a teacher's questioning strategy is to create a more interactive, active and collaborative learning environment. According to P.E Blosser theory that cited in (Triwuryani, 2018), there are four types of questioning strategy which can be used by the teachers on learning process as follow:

1. Probing Question

According to P.E Blosser cited in (Rahmah, 2017), probing question is a series of question which require students to go beyond the first response; subsequent teacher's questions are formed on the basic of the student's respond. In using this strategy, teachers identified redirect and prompting techniques. The former is about increasing the number of students and the latter is about the wrong answer. If the student's answer is correct, but not enough due to lack of depth, additional situations arise.

The teacher begin, "do you think trees are important to the land"

(pause)

"Amelia?"

"Yes."

"Why, Amelia?"

"Because they help hold things together."

The purpose of this strategy is to get students to further justify or explain their answers, thereby increasing the depth of discussion. It also helps keep students away from surface reactions. In many cases, teachers and their students do not go beyond the simple "yes" or "no" answer to. Teachers need to give students more opportunities to process information and consider why, how, and what they do best for.

In other words, students not only gain experience in handling higher levels of tasks, but also experience a greater sense of accomplishment.

There are two types of probing question: redirecting and prompting. (Triwuryani, 2018), redirection is a method which the teachers less talk and remove the individual domination in class discussion; prompting is the method which the teachers give clues to the students to get the response.

Example of redirecting:

Teacher : “*What are them of Hemingway old man and the sea?*”

Samuel : “*Its abound old man’s courage in catching a fish.*”

Teacher : “*Ahmad do you agree?*” or “*Ahmad can you elaborate*

Samuel’s answer?”

Example of prompting:

Teacher : “*Sella, what is the square root of 94?*”

Sella : “*I don’t know*”

Teacher : “*Well, what is the square root of 100?*”

Sella : “*Ten*”

Teacher : “*Then, what do we know about the square root of 94?*”

Sella : “*It’s between nine or ten.*”

2. Factual Question

According to P.E Blosser cited in (Rahmah, 2017), factual question is question which requires the students to recall specific information students have learned. The advantages of this question are it can

encourage students to understand and expand into reasoning and it also creates an intriguing temperament and an introspective approach to intriguing thinking or learning. Factual question is divided into two types: simple bits of information and fact organize into logical order.

Blosser cited in (Triwuryani, 2018) make the example of factual questions as below:

Simple bit of information

Teacher : "Who was the leader of the Free French forces during W.W.II?"

"Who is the main character in Margaret Mitchell's novel, Gone with the Wind?"

"During which century did Shakespeare live?"

"What is the Spanish verb meaning to run?"

Fact organizes into logical order

"What are the steps a bill goes through before it becomes a law?"

"How were the American and French forces able to bottle up Cornwall and the British at Yorktown?"

"How did Robinson Crusoe react when he discovered footprints in the sand?"

"What is the commercial method for producing hydrochloric acid?"

3. Divergent Question

P.E. Blosser in (Rahmah, 2017) divergent question as question with no right or wrong answer, but which encourage exploration of

possibilities. On divergent question, the students require to think abstract to get the appropriate response.

"What might happen if Congress passes a law preventing the manufacture and sale of cigarettes in the United States?"

"How would the story have been different if John had been a tall, strong boy instead of disabled?"

"If you were stuck on a desert island and the only tool you had was a screwdriver, what use might you make of it?"

"In what ways would history have been changed had the Spanish Armada defeated the English in 1588?"

4. Higher Order Question

According to P.E Blosser cited in (Rahmah, 2017) , higher order question is questions which require students to figure out answers rather than remember them.

1. Evaluation

Requires judgment, value or choice based upon comparing of ideas or objects to established standards.

Example:

"Which of the two books do you believe contributed most to an understanding of the Victorian era? Why?"

"Assuming equal resources, who would you, rate as the most skilful general, Robert E. Lee or Ulysses S. Grant? Why?"

2. Inference

Requires inductive or deductive reasoning.

Inductive

Discovery of a general principle from a collection of specific facts.

Deductive

Logical operation in which the worth of a generalization is tested with specific issues.

Example:

"We have examined the qualities these world leaders have in common. What might we conclude, in general, about qualities necessary for leadership? Why?" (Inductive)

"If the temperature of the gas remains the same, but gas is taken to an altitude of 4000 feet higher, what happens to the pressure of the gas? Why?" (Deductive). As stated by Blosser in his book teachers' questioning strategy.

3. Comparison

Requires student to determine if ideas/objects are similar, dissimilar, unrelated, or contradictory.

Example:

"Is a mussel the same thing as a clam?"

"What similarities and differences exist between Lincoln's Gettysburg Address and Pericles' Funeral Oration?"

"What is the connection between Social Darwinism and the Supreme Court actions of the late nineteenth century?"

D. Purpose of Questioning Strategy

According to Blosser in (Khotimah, 2019) writes some purposes for teachers giving questions to the students, mentioned as follows:

1. Help Students Review

The function of the question here is to raise their curiosity and interest in the topic in discussing. According to Blosser in (Triwuryani, 2018), the use of questions may help students review. It means that before beginning the lesson, teachers ask some question to their students related to the material that will be studied. For example, the lesson today talks about the function of the job or profession, before coming to the lesson, the teacher asks students about a variety of occupation.

2. Check on Comprehension

This is one of the purposes give question to the students. The use questions to make students recall their prior knowledge that have been learn or to check their understanding the material being explain. For example: when we present new vocabulary or structure, we can check their understanding by using the new language in a question. Besides, when we present text, we can use a question to check that students have understood its content.

3. Stimulate Critical Thinking

Giving question is an important thing from teacher' s ability to build conducive atmosphere in the classroom to stimulate ability in thinking Yunarti in (Triwuryani, 2018). Asking question which is appropriate, good, easy to understand and relevant to the topic which talking about, can stimulate students to critical thinking. Students try to analyze and explore the answer, for example; when the teacher ask them about definition and function of the present tense, they answer using their own word while not all is correct, so directly we don't say that is not correct but almost right. It may stimulate them more think again about that question.

4. Encourage Creativity and Encourage Discussion

The question that teacher pose gives the opportunity to their students more creative to expand their answer. Hence, to get a good answer, the students pushed to build interaction or discussion with his friend or that his belief is able to solve that question.

5. Control Classroom Activities

Mccreay cited in (Sibarani, 2017) argues that classroom management is method uses to maintain a classroom atmosphere that is conducive so that the process teaching and learning will achieve. Mayberry and Hartle (2003) add that classroom management is all of the teacher's responsibilities and activities that provided motivation and involvement students in the learning process, it includes students'

participation in class. Questioning is one of the methods that teacher used to manages or control classroom more conducive.

E. Previous Study

There are some previous studies that relate with this research. The first is a thesis by (Rahmah, 2017) with the title *Teacher Questioning Strategies: to Improve Students' Motivation in English Classroom Learning Activity*. The study used descriptive qualitative design with the results of the data analysis showed that the teacher applied several types of questions and used the question strategy by performing those questions in each educational season. Using probing and factual question in asking question were dominant. It depends on the material that teachers transferred to students. Otherwise, divergent and higher order question, it used only few times by teachers. The teacher also applied other strategies, it was repeated the questions, emphasis the question, translated into Bahasa Indonesia or mixed the questions, get closer to student, and gave reward to the students. The research finding also showed the positive effects from the use of questioning strategies which were applied by the teachers in English classroom learning activity and also improved students' motivation in learning English.

The second is the research by (Triwuryani, 2018) entitled *Questioning Strategies Implemented by English Teachers of MTsN-2 Palangka Raya*. Her research used descriptive qualitative design. The result of her study was: The teachers used probing questioning strategy, factual

questioning strategy and divergent questioning strategy, The teachers used probing questioning strategy to past the first response, used factual questioning strategy to require the students to remember the specific information which they have learned before, and used divergent questioning strategy to require the students to abstract thinking for getting appropriate response.

The third is (Masyruha, Atmowardoyo, & Saliya, 2018) with research title Examining Students' Questioning Strategies in EFL Classroom Interaction. They used descriptive qualitative design. The researchers found: The types of students questioning strategies that appeared in the EFL classroom interaction are referential questions and display questions; The level of students' questioning respectively lies out on higher and lower level of cognitive questions which divided into three level; remembering, understanding and applying; Each students has different perception regarding the questioning strategies. Some students have different perception regarding the question strategies. Majority of the students did not spontaneously asked question to the presenter, they firstly write or think a question that could be asked the group presentation.

From the previous studies above, it helps the researcher to understand types of questioning strategies, and which types are often uses by teachers. The previous studies have the similarity with this study on using P.E., Blosser theory about questioning strategy. Also, the previous

study and this study has the differences on the subject and data resource which their study used the different references.