

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher provides some theories related with the study, describes some theories and opinions discussed in this study based on the review of related literature.

A. Relevant Research

To differentiate this study with the previous ones, the writer explains four research findings done by others. First research conducted by Kholifatur Rosyidah (2018) entitled "An Analysis of Teacher's Questions Used in Classroom Interaction at 11th Grade of SMK Ma'arif NU Prambon-Sidoarjo". This study aimed at investigating the teacher's questions types, without analyzing the students' responses or critical thinking, which mostly used during teaching learning process. It also identified the questioning techniques used by the teacher in giving questions on the students at SMK Ma'ruf NU Prambon. The design of this research is descriptive qualitative, where researcher presents data onto words and descriptive form. It describes the phenomena in the classroom, such as the interaction between teacher and students while asking and responding questions on XI Multimedia-3 at SMK Ma'arif NU Prambon. The result of this study was teacher of Multimedia-3 at SMK Ma'arif NU Prambon used all the types of questions. Procedural, convergent, and divergent questions are the questions used by the teacher in the classroom interaction. The total number of the questions used is 99 questions. From 99 questions, it is found that 53,46% is dominated by convergent questions. The other questions' types, such as procedural, was dominated the classroom interaction in 38,61%. 5,94% was dominated by divergent questions. In asking kinds of questions, the teacher used seven types of questioning techniques.

The second research was conducted by Nur Aisyah Saroni (2019) entitled "Teacher Questioning Strategies Used by the English Teacher Reflect on Higher Order Thinking Skill in the Classroom Interaction at the Seventh Grade Students of

SMP Al-Azhar Syifa Budi Solo". The objective of this second research was to describe the types of questions used by the English teacher, to describe the classroom interaction when the English teacher uses questioning strategies and to know which questions supports higher order thinking skill used by the English teacher. This research used descriptive qualitative research. The technique of collecting data used by the researcher was observation and interview. The result of this research showed that based on Richard and Lockhart theory the types of questions used by the English teacher include procedural questions (41 data), convergent questions (52 data) and divergent questions (6 data). The teacher was frequently used convergent questions in the classroom. Then, the researcher found seven patterns of classroom interaction that occurred in the teaching and learning process. The patterns of classroom interaction were group work, individual work, collaboration, choral responses, close ended teacher questioning, students initiates teacher answer and teacher talk. Then the researcher found out there were 6 questions that support higher order thinking skill used by the English teacher.

The third research was conducted by Yusriati, Devi Rasita Tarigan (2019) entitled "An Analysis of Teacher's Questioning Strategies in English Classroom: A Case Study at SMK Negeri 4 Medan". The aims of the research were to describe the types of questions commonly used by the teacher and to analyze the function of using the questions. The method of the research was descriptive qualitative method. The data were obtained by videotaping the classroom interaction between teacher and students in English Class. The result of the study revealed that there were two types of questions commonly used by the teacher in the class; they were display and referential questions. The total percentage of display question was 74 % and referential questions were 26 %. The functions of the questions were to arouse interest and curiosity concerning a topic, to focus attention on a particular issue or aspect, to develop an active approach to learning, to stimulate students to ask questions to teachers and other students, to check learner's understanding, to elicit information and to control the classroom.

The fourth research was conducted by Sujariati, Qashas Rahman & Murni Mahmud (2016) entitled "English Teacher's Questioning Strategies in EFL Classroom

at SMAN 1 Bontomarannu". The objectives of this research were to find out the teacher's questioning strategies, the reasons of using the questioning strategies, and the effects of the questioning strategies on student's learning activities. The approach employed in this research was qualitative one. Data collection of this research was conducted through recording, observation, and interview. The results of the study revealed that the teacher utilized questioning strategies in each teaching session by applying some types of questions and executing the types of questions. The open/closed questions and display questions were the most preferred; however, this was dependent on the material that the teacher provided to the students. The teacher also was applying other strategies, it was repeated the questions, emphasis the question, translated into Indonesian or mixed the questions, get closer to student, and gave reward to the students. The research finding showed the positive effects from the use of questioning strategies which were applied by the teachers in EFL Classroom. It was proved by many responses from the students.

B. Theoretical Review

1. Teaching and Learning English

According to Bernaus and Gardner (2008:12), English teaching is more specifically based in English lessons on the interaction between student engagement, language achievement and didactic techniques for teachers used in Spanish EFL classes.

The instructional process between teachers and students in the classroom involves a system and a technique. Teachers have put in motion methods to keep students happy and involved in the learning experience, but sadly often students do not appreciate what subjects are taught by the teacher.

Teaching and learning English are activities carried out between teachers and students using English. The teacher teaches about English to students. Meanwhile, students listen to the teacher's explanation and learn what the teacher says about English.

2. Teaching Strategies

The way a teacher decides to convey information and facilitate learning is referred as a teaching strategy. Strategies are particular ways of addressing a problem or task modes of operation for implementing a specific and planned design for controlling and manipulating certain information (Brown, 2001:3). Teaching strategy is strategy and

approach used by teachers to accomplish a particular educational objective. Teachers use teaching strategy to choose teaching and learning processes depending on the conditions, teaching and learning materials, and student characteristics in order to accomplish the objective of teaching and learning.

In teaching English there must have a strategy used by teachers to teach their students. In teaching English, teachers should have strategies. Close, open, display, referential, procedural, convergent, divergent, rhetorical, interaction, instructional and conversational are the types of questions cited by the taxonomy of Bloom. In order to figure out what kind of questions teachers use, the taxonomy will direct researchers. Taxonomy, on the other hand, would be a reference for an instructor in providing relevant questions to students. Bloom taxonomy is generally accepted as a guideline in developing the cognitive ability of students and teachers. This can be used to test learning from low-level thought to advanced stages at a number of cognitive stages. It is commonly used as a form of testing, awarding ratings, and facilitating comments or input from pupils.

3. Questioning Strategies

a. Definition of Questioning

The question is a linguistic phrase used to make a request for information, or a request made using the word, (Long & Sato, 1983 cited in Sujariati 2015:109). Thus, in the form of an email, the requested information may be given. According to Cotton (1988:1) question is any sentence which has an interrogative form or function. Teacher questions are instructional prompts or triggers that are conveyed to students on the elements of the subject to be taught as well as directions about what they should do and how they should do it in the classroom environment.

Questioning is the key to getting more information and without it interpersonal communication can fail. Asking questions is the foundation for successful communication everyone asks and is asked when engaged in conversation. Any statement with an interrogative form or function is referred to as a question. Teacher questions are instructional cues or stimuli that convey to students the components of content to be studied as well as guidance for what they should do and how they should accomplish it in a classroom setting.

Questioning abilities are a very necessary trait for teachers to learn. Teachers can create a more meaningful learning environment with these skills. Harvey (2000:8),

states that questioning strategy is most effective when it allows pupils to become fully involved in the learning process. He states that while the lesson is planning, it is absolutely vital that teachers think about the types of questions will be asked to students. It also needs to be clear on what the intended outcomes of the questions/answer session should be. It means that the questioning technique will help a teacher to plan questions and answers session effectively when the teacher plays the questions effectively based on the students need and the question types to be involved fully students' interaction.

Questions are a way for knowledge to be identified and understood, but this is more than just a logical compilation of question marked phrases. In addition, to illustrating that a topic is an important prompt and is also open to students. Well-developed comprehension and productive ability for usage

b. Types of Questioning

There are several ways to identify in the class what sorts of questions are used. Three types of questions that teachers could ask were defined by Richards & Lockhart (1996:186):

1) Procedural question

Procedural questions include classroom processes and schedules, as well as classroom management, rather than learning material. For example, as teachers were checking that tasks had been done, task orders were clear, and students were ready for a new task, the following questions arose in classrooms: "Did everyone remember to bring their homework?".

2) Convergent question

Convergent questions allow students to respond in a similar way, or to respond in a way that focuses on a central theme. Short responses, such as "yes" or "no" or short statements, are often used. They normally do not need students to use higher-order reasoning to come up with an answer, instead focusing on remembering previously provided knowledge. The teacher, for example, used the following questions to introduce a reading lesson on the impact of machines on daily life. Before starting the class, the teacher introduced the reading topic to the students by asking the following convergent questions: "How many of you have access to a personal computer at home?".

3) Divergent question

Divergent questions evoke a wide range of student responses that aren't simple yes/no answers and require students to engage in higher-order thinking. They empower students to provide their own information rather than remembering information that has already been presented. For example, after asking the convergent questions, the teacher moved on to divergent questions like, "Do you assume computers have had any negative effects on society?".

Teacher questions have been categorized in several ways. Six kinds of questions contained in Bloom's taxonomy about educational priorities have been recommended by Bloom and his colleagues.

- a) Knowledge-recording of data
- b) Comprehension-understanding of meaning or organization
- c) Implementation-use of principles in new circumstances
- d) Analysis-separate definitions in many parts; discern between evidence and assumptions.
- e) Synthesis-combination of pieces to shape new meanings
- f) Evaluation-to evaluate the importance of the concept

c. *Function of Questioning*

According to Brown and Wragg (2001:7-8) classification, there are many roles to use the issue in English schools.

- 1) Examining the understanding of the individual. The first purpose of the show query is to analyze the interpretation of the learner. The comprehension has to do with the subject matter, with what is known about a particular topic.
- 2) Encouraging concern and curiosity on the subject.
- 3) Emphasis on particular problems or principles.
- 4) Controlling the classroom. Certain questions that teachers ask can be used to monitor the classroom.
- 5) Duplicate Other Role Details. The use of comparison questions in classroom experiences is to get information from students, e.g. Teacher Questions what did you do yesterday? and the student 's response was that I ate a plate of rice yesterday.

d. *Process of Questioning*

Eble (1988 cited in Sujariati, 2015:111), states that teachers' questions can be applied in three sessions:

1) Questioning at the beginning

Addressing questions before teaching and learning materials is successful. Students that are low / highly skilled considered to be involved in the subject matter. Some instructors use early classroom interviewing to support students who have questions about prior classes, readings and exam planning.

2) Questioning at the middle of the class

Questioning is very effective in generating achievement in the middle, it benefits more than guidance without interrogating pupils. The teachers perform more on previously requested lesson items as recitation questions than on items they have not recently been introduced to.

3) Questioning at the end of the class

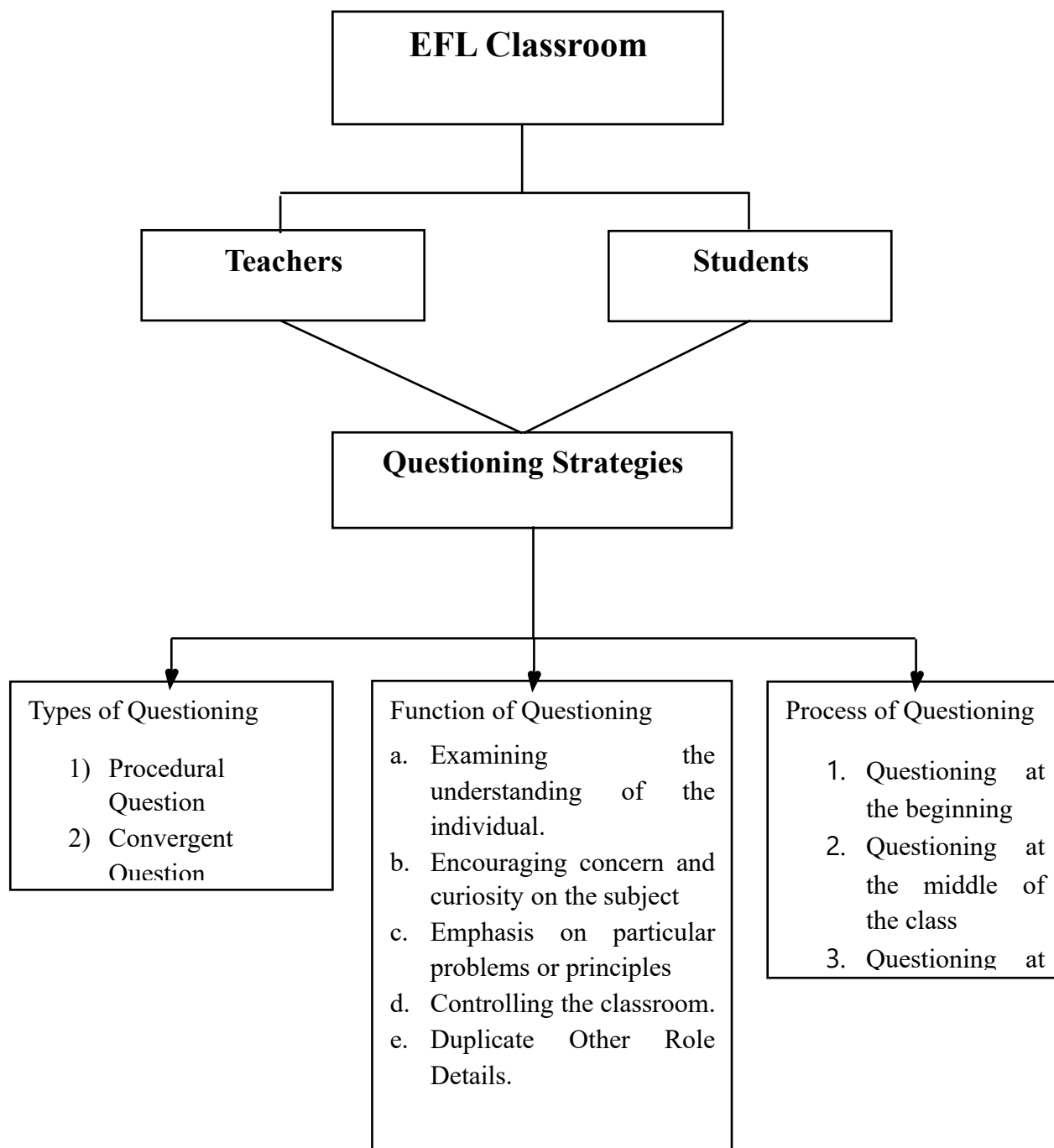
Questioning students at the end of class teaching is often done by teachers because it is important to clarify the comprehension of students, to measure the learning of students, to test the performance of students and to determine the consistency of teaching of all teachers and the teaching learning process, whether or not they have been performing well. It is important for teachers to add a recall question in this segment, a referential question to verify the comprehension of students.

e. *EFL Classroom*

English as a Foreign Language (EFL) is a term used to describe English as a second language. For students learning English as a foreign language, it can be EFL or ESL, depending on whether they are learning it for knowledge or communication. An EFL classroom is situated in a country where English is not the native language. Students speak the same language and have the same cultural background. It's possible that the teacher is the only fluent English speaker they've ever encountered.

In the language classroom, a clear and understandable interaction between teachers and students is needed in order to create a good teaching and learning activity. Unfortunately, seems that using the target language all of the time in the language classroom is difficult, especially in EFL (English as a Foreign Language) classrooms. It has occurred since EFL students have a common native language (Brown, 2001: 180). Students had few chances to use English outside of the classroom. Learning English does not seem to have any immediate functional advantages for certain people. Therefore, students have a limited knowledge of English language.

C. Theoretical Framework



Graphic 2.1 Framework Theories

Based on the previous study and the theoretical review, the authors get in the theoretical framework. According to Bloom's Taxonomy, the level of question classified into six groups will be illustrated in this study; knowledge, comprehension, application, analysis, synthesis, and evaluation. These levels of questions are built

depending on the level of thought of the student, so that if students consider, the higher level of questions or each level of question has to be answered at different levels. Richards & Lockhart (1996:186) states that procedural, convergent, and divergent questions are the other types of questions.

In addition to the function of the questions that teacher gives to students, it is classified into five, according to Brown and Wragg (2001:7-8), including Assessing the comprehension of the individual, Encouraging concern and curiosity on the subject, focusing on particular issues or principles, Controlling of the classroom, Duplicate Other Position Information. In the learning activities, the teacher uses questioning strategies to teach students. In order to ensure that teaching and learning activities are carried out smoothly, in accordance with the expectation that students can resolve their difficulties in learning English with these strategies, especially in the English foreign language classroom. As Eble (1988 cited in Sujariati, 2015:111) explains, questioning strategies include beginning questions, middle-of-class questions and end-of-class questions.

The concepts of Richards & Lockhart (1996:186), Brown and Wragg (2001:7-8), and Eble (1988 cited in Sujariati, 2015:111) should serve as the basis for addressing research questions concerning the type of questioning strategies, functions, and processes used by teachers EFL Classroom.