

## CHAPTER II LITERATURE REVIEW

This chapter elaborates the theories from several experts supporting the elementation of the research. It presents the literature review about questioning in language learning, types of questioning, utilizing questioning strategy in the teaching process, and relevant study.

### A. Questioning in Language Learning

Questioning takes an important role in teaching and learning, especially in teaching and learning process. To make the classroom activity more effective and conducive, this technique is often used by the teachers in classroom activity. According to Chin (2004, p.107), "Questioning is key to active and meaningful learning." Furthermore, Ma (2008, p.93), "Classroom questioning is the main part of classroom teaching, and is one of teaching method to get the aim of classroom teaching." Thus, questioning technique is vital in the teaching and learning process.

In addition, there was researcher who tried to explore the questioning strategies by the teacher. Rido (2017) found that the teachers employed an interactive style of teaching and not the monologue norm, where the teachers ask while the students answer the questions. They used close-display, open-referential, and follow up questions. They also nominated specific students to answer questions, ask questions to the entire class, and repeated questions when there was no response. These

strategies made the teachers control the lesson, guide the students towards particular response, and promote interactions.

Questioning is used to attract students attention about things related to the materials in classroom activity. According to Ma (2008, p.92), "Questions are easy to "trigger" thinking, ignite inquiry and establish dialogic relationships." This means, questioning strategies is easy to attract and make students more active in teaching and learning process. There are some reasons why teachers use this strategy. Ellis (2008) proposes two reasons why teacher ask questions in their classroom as cited in Moghadam & Barjesteh (2014):

First, questions requires responses; therefore, they serve as a means of obliging learners to contribute to the interaction. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted (p. 651).

It means, this strategy encourages students to get involved in interactions that occur in the classroom and also as a tool to control the interaction itself. According to Ho (2005) as cited in Moghadam & Barjesteh (2014, p.651), "Teacher question function as language input for students consequently form a basis in classroom interaction." In other words, students gain language skills or language transfer through interactions that occur.

Xuerong (2012) classified questioning strategy into question- planning and question-controlling strategy. Question-planning strategy refers to types of questions used by the teachers in the classrooms. The functions are to elicit response

and identify problems, better understand students' knowledge, and invite for further discussions. Question-planning strategy consist of asking question relevant to students, asking open-ended question, and follow-up question. This also includes asking for supporting data. Meanwhile, question-controlling strategy refers to ways or procedures used by teachers to ask question in the classroom. The function to distribute turn-taking and encourage participation.

Questioning Strategy	
Question-planning strategy	Question-controlling strategy
Ask question relevant to students	Phrase the question, then call on the students
Ask open-ended question	Call on specific students to answer question
Ask follow-up question	Call students' name when asking a student to answer question
Ask for supporting data/ask for evidence to support a particular point	Select students to response randomly instead of following any set pattern when calling on students
Ask different types of question	Beware if the students who dominates in class by asking or answering all the questions.
	Give students enough time to think about before answering the question.
	Ask questions of the entire class and try to encourage all students to participate.
	Encourage students to consult with classmate before answering teacher.
	Encourage students to initiate questions
	Move closer to students when asking questions

	Nominate non volunteers
	Repeat the question when there is no response.
	Modify the question when it is not understood

Using strategies in giving questions for teacher to know how the students' responses and it can engaged the students in the teaching learning process. Questioning strategies provide a way to make students understand about teachers' questions. Sometimes students are quiet because they probably do not understand what has been asked by the teacher, how to answer it or feel shy. So, by applying questioning strategies, teachers can solve these problems. It can encourage students to answer and help them to arrange utterances, so they are motivated to speak confidently.

## B. Types of Questioning

Questions can be classified into many types of question. There are many experts which divide types of questioning into:

### 1. Open-ended question

An open-ended question is a question that cannot be answered with a "yes" or "no" response, or with a static response. The type of these questions is phrased as a statement that requires a response.

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. Focus questions

Peavey Fran (1997) identify the situation and the key facts of these questions necessary to an understanding of the issues at stake. When using questioning with an individual, this is the time when the facts of the situation are presented. 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.

## 3. Display question

Tsui in Yang (2010) defines the display question as one designed to test whether the addresses has 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 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. Referential question

Referential question are those questions for which the answer are not already know by the teachers. Even though research concerning teachers' question has been done, this research is still worth conducting. Long & Sato (1983), and Brock facilitating classroom interaction. Referential questions attract the typical of content classrooms and high proficiency language classrooms, and usually requiring long answer and syntactically complex answer contain. In fact, referential questions involve important points such as interpretation, elaboration, ideas, giving opinions, etc.

Lynch (1996) argues that teachers should ask referential questions because learners tend to give longer answer than they do to display question and learners will be less willing to answer questions if their purpose is always to test knowledge.

#### 5. Prompting

Prompting question means directing or demanding. Questions that are asked to give direction to students in their thought processes. The form of prompting questions can be divided into 3:

- 1) Change the order of questions with simpler words that bring them back to the original question.
- 2) Ask questions with different or simpler words that are tailored to the students' knowledge.
- 3) Provide a review of information provided and questions which helps students to remember or see the answer. (E.C. Wrag and George Brown, 1997: 43).

#### 6. Probing

Probing has the meaning of digging or track. Probing means trying to obtain clearer or more in-depth information. Definition of probing in classroom learning is defined as a technique guiding students to use existing knowledge in themselves to understand the symptoms or circumstances that are being observed so that new knowledge is formed (Wijaya, 197). This probing technique can be used as a technique to improve the quality and quantity of student answers. The question is intended to guide students so that their content can find more correct answers. Probing technique begins by exposing students to new situations that contain puzzles or tangible objects. The new situation makes students experience conflict with the knowledge they already have so as to provide opportunities for students to conduct assimilation, this is where probing begins to be needed.

The advantage of this classification system is that the question types are specific and it is also flexible in that teachers can design questions with various

roles based on educational objectives to be achieved. Based on the explanation above, it can be concluded that there are several of teacher's questions types can be delivered during the teaching learning process. Teachers have to be more selective in picking the appropriate questions' types will be asked, so that questioning as the teaching strategy will be more effective during teaching process.

### C. Utilizing Questioning Strategy in the Teaching Process

Asking questions in the classroom activity is not an easy thing to do, certain skills are needed in this process. Tolfeson (1989) as cited in Moghadam and Barjesteh (2014, p.651), "Asking questions in EFL classroom requires knowledge of the types of questions, strategies and the art of questioning skills." Further, Ornstein & Lasley (2000, p.184) states, "Good questioning is both a methodology and an art, it necessitates teachers to know what and to whom they teach well." It means, besides combining art and methods, the teacher should also adjust the questions they convey with the material and also the level of students they teach. There are some factors that influence the use of questioning strategies by the teacher. According to Ma (2008, p.93), "teacher's personal taste, educational beliefs and cultural background may have an impact on their own choice and application of strategies." In other word, every teacher has their own style on using questioning strategies based on their personal taste, educational beliefs and cultural background.



#### D. Relevant Study

This study is relevant to the previous research conducted by Sari (2014) entitled, "Teacher's Questioning Strategies in Teaching English in SMP Pangudi Luhur Salatiga."

She concluded :

The findings of the study reveal that most of the time in the classroom, the teacher used descriptive questioning strategies. From the data analysis, it can be concluded that compare contrast questioning strategies were suitable to be applied in teaching junior high school students (p. 1).

That previous study relevant to this present study because both of research also analyze teacher's questioning strategies in teaching English.