CHAPTER TWO

LITERATURE REVIEW

2.1   Previous Study

Studies on questioning strategies have been widely conducted recently and some of them look at the use of questions in university setting (Tan, 2007; Wangru 2016; Shi, 2013; Rido, 2019).

Table 2.1 Previous Studies

No	Study	Objective	Method	Results
1.	Tan (2007)	To examine the questioning strategies in Chinese university	Qualitative Method - Observation - Focus Group Discussion - Interview	Traditional culture and the lecturer's inability in employing questioning strategies resulted negative impact to the students.
2.	Wangru (2016)	To explore lecturer's questioning characteristics in Henan Polytechnic university	Qualitative Method - Observation - Questionnaire - Interview	1. Questioning gave positive impacts to students' learning 2. The imbalance portion of display and referential questions could make learning become less interactive.
3.	Shi (2013)	To investigate the interaction in novel and prose classroom in Hong Kong Tertiary Institution	Qualitative Method - Observation - Audio-recording	1. Lecturer employed questions which required longer responses. 2. Students experienced linguistics improvement

4.	Rido (2019)	To investigate the use of questions in science lectures in one of universities in Malaysia	Qualitative Method - Video-recording - Interview	The lecture was dominated by display and referential questions to guide the students to understand the material and stimulate their critical thinking.

Tan (2007) conducted a study which looked at the way how questioning strategies were used in Chinese university lecture. Using qualitative method analysis, observation, focus group discussion with students, and semi-interview with teachers, this study revealed that traditional culture and the lecturer's inability in employing questioning strategies resulted negative impact to learning activities and students' engagement in the class. There was a significant difference between native and Chinese lecturers where native lecturers were more open to any kind of students' answer, while Chinese lecturers seemed always expecting the exact answer from the students, then it resulted the students became passive and did not feel confident to answer the question. This study suggested that lecturers must be open and willing to accept any answers from the students so the students would not feel embarrassed to respond any kind of questions from the lecturers.

Wangru (2016) examined questioning strategies used in Henan Polytechnic university lecture. This study used four instruments such as observation, video-recording, questionnaire, and interview. The results revealed that questioning strategies gave positive impacts to students' learning, but sometimes the lecturer did not employ the questioning strategies in an ideal way where class activity was

dominated by display questions only and became less interactive. This study suggested that the lecturer should increase the number of referential questions to have more interactive learning.

Shi (2013) conducted a study on literature classroom in Hong Kong tertiary institution, and he found diversity of open-ended questions posed by the lecturers require long response, which is not only right or wrong. Most of the questions required the students to show their arguments with specific and detailed statements. Other questions were also employed to check their understanding toward literary technical terms. The finding also indicated that the students experienced linguistic improvements, mainly enlargement of vocabulary and enhancement of the command of literary technical terms.

Rido (2019) investigated the use of question in science lectures in Malaysia. He revealed that the lecturer employed a lot of display and referential questions to guide the students to understand the material and stimulate their critical thinking skill. Interestingly, it is also revealed that the lecturer did switch-code while employing question from English into Malay to clarify a meaning and attract students' attention. He suggested that lecturer should use various types of questions and ways to promote learning and make it more interactive.

The previous studies above revealed that questioning contributes a lot in lecture activities and it depended on the ability of the lecturers in employing the questioning strategies. However, this current study is different from the previous

studies where this study investigated the use of questions in literature subjects. In addition, the previous studies also mostly focused on the type and function of questions and did not completely focus on the way how lecturers manifested the questions. Therefore, this study investigated what question planning and controlling strategies used by the lecturers in university English literature lectures conducted in Indonesia to fill knowledge gap and get more comprehensive result.

2.2   Discourse Analysis

Discourse Analysis has been a highly interdisciplinary analysis in various linguistics fields for a decade. According to Flowerdew (2013), discourse analysis is defined as the study of connection between language and its context, and it covers all spoken and written interaction. Discourse analysis has contributed in many linguistics fields especially in an educational field which is a lecture since discourse analysis looks at the way people negotiated meaning in the conversation. In the educational field, the study concerned with the language used by a lecturer to interact with students in order to facilitate learning interaction is defined as classroom discourse (Dewi, 2018; Lloyd et al., 2016).

According to Walsh (2011), there are four features in classroom discourse such as a). Control of interaction, it refers to when the lecturer manages the interaction, b). Speech modifications, it refers to when lecturer modifies his utterance to be understood easier, c). Questioning, it refers to when lecturer employs questions then students prepare the answers, and d). Repair, it refers to when the lecturer

deals with students' error and fixes it. In addition, Behnam & Pouriran (2009) argued that the use of language in classroom context is essential because it is different from language-in-use in other situations since it has complex interaction which requires the conveyance of information not only to establish language improvement, but also knowledge of expertise.

2.3   Questioning Strategies

According to Walsh (2011), questioning is the most frequent teaching strategy in classroom discourse. By using questioning strategy, it could influence classroom interaction pattern from one way to two-ways interaction in order to increase students' language ability and construct knowledge. Questioning strategies refer to abilities to formulate questions employed by the lecturer to students in order to achieve the learning objectives related to the topic. The questioning strategies are employed to encourage students to think, check their understanding, draw their attention, and promote higher-order thinking (Rido, 2017, 2019; Rido, Kuswoyo, & Nuansa, 2020). As a result, students will be motivated to explore new ideas when they are forced and challenged to utilize critical thinking by various types of question posed by the lecturer. According to Rido, Ibrahim, and Nambiar (2015), questioning strategies are classified into two categories such as question-planning and question-controlling strategies that can be seen in the table 2.2 below.
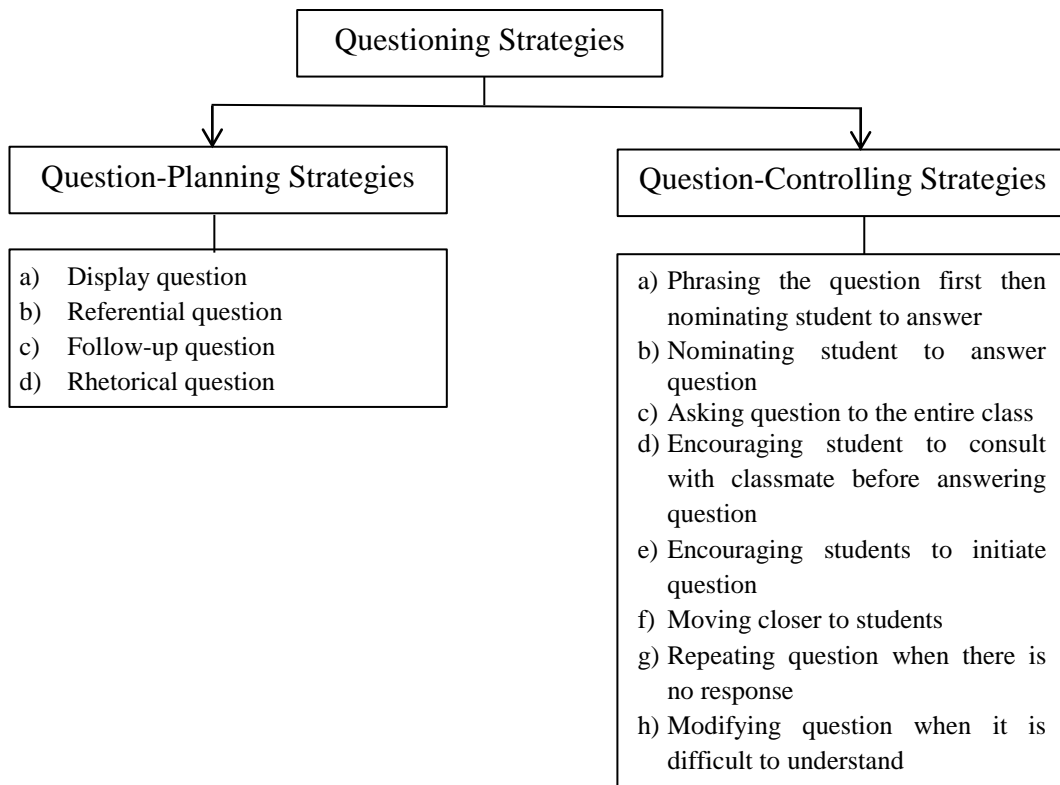
Figure 2.2 Questioning Strategies Classification
(Rido, Ibrahim & Nambiar, 2015)

2.3.1   Question-Planning Strategies

Question-planning strategies deal with types of question used by the lecturer such as display, referential, rhetorical, and follow-up question (Rido, Ibrahim, & Nambiar, 2015).

a. Close-display question, it is a type of question where the instructor already knows the answer (Aimah & Purwanto, 2019). It is to review previous lessons, check the students' comprehension toward the material at hand, and elicit factual information (Rido, 2017, 2019; Rido et al., 2015).

Example :

Teacher   : **Do you love playing games very much?** [approach one student]
Student   : Yes

```
Teacher      : Ee (.) how many hours do you usually spend in a day?
Student      : Two (.) two hours
```
<div align="right">Source: Rido et al (2015)</div>

b. Open-referential question, it is a type of question where the instructor may not
    know the answer since it is employed to gain more knowledge and longer
    answer from the students (Rido, 2017, 2019; Rido et al., 2015).

    Example :

```
Teacher      : Ok (.) why do you say (.) why the answer is she here? [point out the
               words written on the whiteboard]
Students     :[inaudible]
Teacher      :Because (.) because the teacher is a (/)
Students     : Woman
```
<div align="right">Source : Rido et al (2015)</div>

c. Rhetorical question, it is a type of question where the instructor does not
    expect the answer from the students or the instructor provides the answer by
    himself. It is employed to emphasize certain point of material (Rido, 2017,
    2019).

    Example :

```
Teacher    : So far, you have been studying about kinometics (.) basically they are
             properties of motion, right?
```
<div align="right">Source : (Rido, 2019)</div>

d. Follow-up question, it is a type of question where instructor asks more than
    one question which it works as an engaging question to give students more
    opportunities to provide more output by answering the first question (Rido,
    2017; Rido et al., 2015)

<div align="right">**Universitas Teknokrat Indonesia**</div>

Example :

Teacher　　: there are so many repeated words ya (.) you can learn from this kind of song (.) **what is similar sounds? what does it mean? similar sounds (/)**
<div align="right">Source: Rido (2017)</div>

2.3.2　Question-Controlling Strategies

Question-controlling strategies deal with the procedure or manifestation in employing the questions (Rido, Ibrahim, & Nambiar, 2015). These strategies consist of phrasing questions first then calling the student, nominating specific student to answer questions, asking questions to the entire class, encouraging students to consult with their friends before answering the question, encouraging the students to initiate question, moving closer when asking the question, repeating the question when there is no response, modify the question when it is difficult to understand. The primary functions of question-controlling strategies are to get the students' attention, to ensure the students can cope with the lectures, to give equal opportunity for all students to respond questions, and to minimize the gap between the lecturer and the students (Rido, Ibrahim, & Nambiar, 2015).

These followings are the example of question controlling strategies:

a. Phrasing the question first then nominating student to answer.

Example :

Teacher　　: Question number one is…**where did the story happen? Iqbal?** [pointing to a student, named Iqbal] **Where did the story happen?**
<div align="right">Source : Fitriati et al (2017)</div>

b. Nominating student to answer question

Example :

Teacher : Ok **Mamen (.) Mamen (.) {approaching a student who sits at the back} what is your favorite (.) figure? (.) what is your favourite film?**

Source: Rido (2017)

c. Asking questions to the entire class

Example :

Teacher : Ok (.) **who can answer? ya (/) the answer (.) who can answer?** [raise her hand and show a marker]

Source : Rido et al (2015)

d. Encouraging students to consult with classmates before answering the question

Example :

Teacher : **What about the additional one or the main character in which it is character who is maybe being presented in the fiction?** ((walk to the front)) **Even if it is presented- it's only the short time. (4.8) Who (.) in Clara?**
Student : (inaudible)
Teacher : **Excuse me?**
Student : Police
Teacher : Police
Student : Family
Teacher :Family
Student : **(mumble)**
Teacher : No- no- you can't say the writer

Source: (Rido et al., 2021)

e. Encouraging the students to initiate question

Example :

Teacher : Because in the context or contextual fiction right now (.) ok (.) antagonist can also be like major character(.) Ok (2.9) That's the things. (6.7) **Any question (/)** related to function
Student : Sir? ((a student raises his hand to ask question.))
Teacher : Yes (/)
Student : How about the character who make (.) who make ee conflict but in the in the end of the story they (.) they solve (.0 their problem (/)

Source: Rido et al., (2017)

f. Moving closer when asking the question

Example :

Teacher : **Do you love playing games very much?** [approach one student]
Student : Yes

<div align="right">Source : Rido et al (2015)</div>

g. Repeating the question when there is no response

Example :

Teacher : **Who always cleans this room? who always cleans this room ?**
Students : (Inaudible)
Teacher : **Who always cleans this room? siapa yang selalu membersihkan ruangan ini?**
Student : Usu::p

<div align="right">Source: Rido (2017)</div>

h. Modify the question when it is difficult to understand

Example :

Teacher : **Can you tell me what "gloomy" means?** (Pause. Silence.) Well, **when do you feel gloomy?** (Pause. Silence.) Can you remember a time when you felt gloomy? **What did you do at that time when you were gloomy?** (Pause. Lily raises her hand.)

<div align="right">Source : Wangru (2016)</div>

<div align="right">**Universitas Teknokrat Indonesia**</div>