

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Previous Studies**

The researcher provides the following previous studies related to an analysis of teachers' questioning strategies in teaching English: The first study was entitled "Analysis of Teachers' Questioning Strategies During Classroom Interaction." This research was conducted by Dian Ekawati, Andi Tenri Ampa, and Awalia Azis (2021). This research was conducted at SMAN 4, Makassar. The purpose of this research is to find out what questioning strategies are used by English teachers and the reasons why they use them during classroom interactions. Data were collected from observations with video recorders and interviews with audio recorders. The results of this study indicate that the teacher used question planning strategies and question control strategies. English teachers actively use the question-and-answer strategy in class interactions so that they are asked questions to check students' understanding of previous material, to attract students' attention, to support students' contributions in class, and also to motivate students to learn.

The second research is entitled "Analysis of Teacher Questioning Skills in Teaching English". This research was conducted by Yani Mutia Putri (2019). The purpose of this study was to determine the teacher's skills in learning English and the teacher's questioning skills in learning English at SMAN 1 Kubu. This research was conducted using a qualitative descriptive method with a case study approach using qualitative data. The initial population of this study was 1 teacher, and by using purposive sampling, the researcher chose 1 teacher as the sample. In addition, the

research data was collected through observation and interviews about teachers' English learning. Based on the results of the data analysis, researchers have found that the type of question that is most often used is the type of understanding, with 9.31%. The teacher's questioning skills at SMAN 1 Kubu cannot be said to be effective because there are still many students who do not respond to questions from the teacher.

The third research is entitled "An Analysis of Teachers' Questioning Strategies During Classroom Interaction at PIBA of UIN Alauddin Makassar". This research was conducted by Rismayanti (2018). The findings of this research were: the types of questions used by English teachers in PIBA at UIN Alauddin Makassar were displayed; and preferential questions The purposes of the English teachers at PIBA of UIN Alauddin Makassar in the academic year 2016/2017 in using display questions were to review the previous materials and to check the student's understanding of the previous materials while the purpose of asking referential questions was to increase the speaking and critical thinking skills of the students. The responses of the students PIBA of UIN Alauddin Makassar in the academic year 2016/2017 regarding the teacher's question types were that most of the teachers used in the PIBA classroom were clarifying questions, the second guiding question, integrating, and the last anticipated questions. The students who preferred display questions to referential questions considered that display questions were easy to answer, but they were insufficient for increasing their critical thinking and English speaking skills since they just recalled or read the answer from text or previous materials. The questions challenged the students to speak up and gave the teacher the best explanations and answers to the teacher's questions, and the questioning

strategies increased the students' thinking. Therefore, the researcher suggested using the questioning strategies because she found that the teachers' questioning strategies have increased the students' thinking and built interaction in the classroom.

The studies that were described previously were used to find out how the teacher's questioning strategy was used during classroom interactions. This research is almost the same as previous research. However, the difference lies in the research subject. The purpose of this research is to find out what questioning strategies are used by English teachers and the reasons why English teachers use their asking strategies during learning. In this study, researchers will focus on which teacher questioning strategy is most used by teachers when learning takes place in class X and XI SMA Negeri 1 Seputih Raman.

## **2.2 Theoretical Framework**

### **2.2.1 The Concept of Classroom Interaction**

Interaction is a prominent pattern, especially in language teaching, in which teachers and students come into contact with each other to share information and knowledge. Interaction between teachers and students and active participation in classroom activities enhance the effectiveness of language teaching and learning processes (Li & Arshad, 2015; Rido et al., 2017; Rido, Ibrahim, and Nambiar, 2016; Rido, 2017;). The interaction between the teacher and students is a crucial aspect of teaching and learning. It involves the exchange of ideas, feedback, and questions that facilitate the learning process. This study, among other things, showed that the classroom cannot be assumed to be an undifferentiated structure in which teachers

and children interact as individuals, as has been assumed by previous small-group analysts. In each setting, the interaction processes that lead to the formation of subgroups operate and determine the context that guides actions.

Interaction plays a significant role in language classrooms, facilitating the exchange of information and knowledge between teachers and students. It enhances the effectiveness of the language teaching-learning process by fostering two-way communication and active participation in classroom activities (Li & Arshad, 2015; Rido et al., 2017; Rido, Ibrahim, and Nambiar, 2016; Rido, 2017; Tsui, 2001). The concern for the success of the teaching process leads to a study to explore and identify the characteristics of classroom interaction.

Classroom interactions consist of three components. It provides learners with opportunities for both input and practice. It also creates in learners a state of 'receptivity' defined as 'positive openness, willingness to be exposed to the language and the culture it represents'. According to a participant in the classroom interaction, teacher-learner classroom interactions fall into two categories: teacher-learner interaction and learner-learner interaction. Interactions between teachers and learners are broad and narrow. In its broadest sense, teacher-learner interaction is the interaction between teacher and learner. In a narrow sense, it refers to interactions between teachers and learners, or between teachers and learners in educational settings. Interaction between learners is based on peer relationships that enable the highest level of communication. Carefully structured dialogues between learners and learners provide a forum for the full and meaningful exploration of ideas, allowing learners to explore more diverse and complex interactions than

traditional teacher interactions in the classroom. Allows you to explore your fellow languages. By interacting with other learners in pairs and groups, learners have more opportunities to use language resources in a relaxed and uncontrolled way and use them to complete a variety of tasks. There are two types of interaction in the classroom, depending on the focus of the learner's language ability and the usefulness of the learner's activity. Audio output and audio input. Language output mainly affects the language skills of foreign learners. Linguistic input aims to improve a learner's target language proficiency and accelerate language acquisition. Classroom interactions tend to be academic and diverse.

### **2.2.2 The Concept of Teacher Questioning Strategies**

Questions are very important in language teaching because they are tools for interactive learning. Posting questions during a lesson may also indicate a desire to clarify and share relationships between teachers and students. Self-questioning is a learning approach that can encourage student participation, foster interest, and encourage thinking skills to solve problems (Shi-Ying, 2011; Yang, 2017; Halim et al., 2018). This strategy of course depends on the teacher's ability to ask questions so that students are interested. Question-planning strategies refer to the types of questions teachers use in the classroom. Its function is to provoke reactions, identify problems, gain a deeper understanding of students' knowledge, and encourage further discussion. Question planning strategies consist of asking open-referential, close-display, rhetorical, and follow-up questions. This includes queries for supporting data. Question control strategies, on the other hand, refer to the methods and procedures teachers use to ask questions in the classroom. The functions are to distribute turn-taking and encourage participation. Question-controlling strategies

consist of phrasing the question first and calling on the student, calling on specific students to answer questions, asking questions to the entire class, encouraging students to consult their classmates before answering questions, encouraging students to initiate questions, moving closer to students when asking questions, repeating questions when there is no response, and modifying questions when they are not understood.

In teaching English, there is a process of asking questions. It can be teacher-to-student or student-to-teacher. Student surveys should be conducted with a question strategy. A questioning strategy is a way of asking students something to help them understand the meaning of the lesson. The primary purpose of teachers' questions in the teaching-learning process is to assess, encourage, and maintain students' attention throughout the class (Astrid et al., 2019). In the teaching and learning process, teachers need to know the abilities of their students and the extent to which they understand what is being taught. Additionally, teachers need to know about student performance by asking questions before and after class. Therefore, it requires an interaction between the teacher and the student, followed by feedback from the student, teacher characteristics and teaching and learning are closely related.

In the field of language education, questioning strategies are essential, especially when it comes to teaching English as a foreign language (EFL). These techniques are essential for developing meaningful classroom exchanges, encouraging involvement from students, and improving language learning results. Numerous studies have attempted to investigate the wide range of questioning techniques

employed by EFL instructors. The study "An Analysis of Teachers' Questioning Strategy in ELT" by Erianti (2017) examined the kinds of questions, why they are asked, and how they work in an EFL classroom for eleventh graders. Erianti highlighted the frequency of procedural, display, and referential questions and how well they match students' skill levels using observation, interviews, and recordings.

Questioning strategies are a set of methods that teachers use when asking questions. Experienced teachers recognize the power of questions. Frequently asked questions increase student engagement, deepen understanding, and encourage critical thinking. However, if done poorly, students will drop out and quickly become discouraged, bored, and lethargic. Choosing the wrong teacher response for the wrong student response can have devastating consequences. For these reasons, a teacher's questioning technique determines the success or failure of a lesson. Some teaching and learning methods are easy to learn, but he doesn't just ask questions. There's more to this strategy than meets the eye. However, with practice, reflection, and a few tips and tricks, anyone can master this basic teaching strategy. Undoubtedly, teachers ask many questions. Therefore, there is no doubt that the teacher's ability to ask questions has a great impact on learning. Teachers ask hundreds of questions almost every day. In fact, questions occupy a significant portion of lesson time. Undoubtedly, teachers ask many questions.

Therefore, there is no doubt that the teacher's ability to ask questions has a great impact on learning. With that in mind, learning how to ask questions correctly is easy. But before we go any further, let's take a quick look at why teachers ask so many questions. Some of the reasons for asking questions include checking for

understanding to have students recall something and encouraging them to articulate their ideas and thoughts to encourage a more in-depth understanding to help students link information, draw conclusions, and see patterns to help them commit information to long-term memory. And there are many more reasons why teachers ask students questions. When skillfully presented, asking questions increases student engagement, enhances understanding, and encourages critical thinking.

### **2.2.3 The Concept Teaching Strategies**

The way a teacher decides to convey information and facilitate learning is called teaching strategies. Learning strategies, according to Kemp in Ngalimun (2017: 6), are learning activities that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently. Teaching strategies are strategies and approaches used by teachers to achieve certain educational goals. Teachers use teaching strategies to choose teaching and learning processes depending on conditions, teaching and learning materials, and student characteristics to achieve teaching and learning goals.

In classroom teaching, it is clear that teachers have their own strategies and each teacher has his or her own communication style to make the class atmosphere more active. According to Rahmaeni 2023, there are 3 forms of communication style, namely aggressive style, assertive style, and passive style. The following are teachers' strategies or communication styles in teaching in the classroom:



### 1. Aggressive Style

The first communication style used by the teacher in English classroom interaction was an aggressive style, it can be seen when she began the class and drew students' attention. This method was also employed when the instructor offered guidance and instructions, reminded the class to complete their assignments on time, and asked them to arrive early. The teachers reminded and forbade the students from using this method. The teacher frequently pronounced these words quickly, firmly, and fluently. They are demanding, abrupt, blaming, intimidating, overpowering, and frightening. They also attempt to control.

### 2. Assertive Style

The assertive style can be found when the teacher gives the explanation, clarifies the best answer, gives suggestions, and responds to the students' answers. The teacher used this style in order to motivate the students.

### 3. Passive Style

The third communication style used by the teacher was the passive style. The teacher used it to evaluate and inquire about their comprehension. In addition, the teacher employed this method to grab the students' interest when presenting the lessons. The teacher asked for assistance using this method. The teacher's tone may have been sing-songy or whiny, warm and soothing, and she spoke slowly when making the statements. They demonstrated hesitation and an awareness of their mistakes by applying them to their own question answers.

#### **2.2.4 The Type of Teacher Questioning Strategies**

According to Rido, Ibrahim, and Nambiar (2015), there are two types of question strategies: Question-Planning Strategies and Question-Controlling Strategies.

Types of Questioning Strategies Used by Teachers to Ask Questions to Students in the Learning Process namely:

##### **1. Question-Planning Strategies**

Question-planning strategies are techniques employed by teachers to structure and organize their questions in the classroom. These strategies help facilitate effective communication, promote critical thinking, and enhance student engagement. Question-planning strategies encompass the various types of questions utilized by teachers in the classroom. The research findings indicate that the teacher employed specific question-planning strategies such as close-display questions, open-referential questions, and follow-up questions.

##### **1. Close-display questions**

Closed-display questions are those that have a limited number of predetermined responses. These questions typically require a short and specific answer, such as a yes/no or a choice between options. They are often used to assess comprehension, recall factual information, or check for understanding.

**Example:**

Teacher : Are there any difficulties in analyzing the structure of texts, Rani? {approaching Rani's desk} Please mention what the difficulties are.

Student : No, there are none, ma'am.

Teacher : No, how about you, Tiara? Do you have any difficulties in analyzing the structure of texts?

Student : Yes, ma'am.

2. Open-referential questions

Open-referential questions are a type of open-ended question that allows for a wide range of responses and interpretations. These questions typically require students to reflect, analyze, and provide their own perspectives or experiences related to a specific topic or concept. Open-referential questions often encourage critical thinking, creativity, and extended discussion.

**Example:**

Teacher : So, this is an example of a procedural text (handing out a text or displaying a slide). What do you know about procedural text? What is the purpose of creating procedural text?

3. Follow-up questions

Follow-up questions are additional questions that teachers ask to probe further, clarify, or extend a student's response. These questions are used to

deepen understanding, encourage critical thinking, and stimulate further discussion. Follow-up questions allow teachers to engage students in a more meaningful and in-depth exploration of a topic.

**Example:**

Teacher : How many structures are there in the procedure text?

Students : 3 miss

Teacher : That's right, what are the structures in procedure text?

Students : Objectives, materials, or materials and steps.

Teacher : Good job, and what is the purpose of making procedure text?

Student : The purpose of this type of procedure text is to explain how something can be done such as directions, recipes, instruction manuals, and travel plans.

Teacher : Is it difficult to make a text procedure text?

Student : No ma'am

## 2. Question-Controlling Strategies

Question-controlling strategies are techniques used by teachers to manage the flow and direction of classroom discussions or interactions. These strategies help teachers maintain focus, facilitate participation, and guide the conversation effectively. Question-controlling strategies refer to ways

or procedures used by the teacher to ask questions in the classroom. In terms of question-controlling strategies, the findings demonstrate that the teacher nominated students to answer questions, asked questions to the entire class, and asked questions repeatedly.

#### 1. Nominated students to answer questions

In implementing questioning strategies, nominating specific students to answer questions was also a common practice used by the teacher in the classrooms. The teacher employed a strategy of nominating specific students to answer questions in the classroom. This approach involved selecting individual students, potentially based on their level of participation or understanding of the topic, and giving them the opportunity to respond to the posed questions.

#### **Example:**

Teacher : Ok class, what have we learned today?

Students : Procedure text

#### 2. Asked questions to the entire class

The teacher utilized a question-controlling strategy of asking questions to the entire class. This approach involved posing questions to the entire group of students rather than directing them to specific individuals. By asking questions to the entire class, the teacher aimed to engage all students, encourage participation, and elicit a broader range of responses and

perspectives from the collective group. The findings also show that the teacher frequently posed questions to the entire class to elicit responses and to quickly check students' understanding before moving forward with other material.

**Example:**

Teacher : Take a look. Who are they in the picture? (displaying the picture)

Students : Janitors.

Teacher : Yes. What are they doing? Are they working on something? (pretending to hold a broom) What are they currently doing?

Students : Cleaning the environment

3. Asked questions repeatedly

The teacher employed a question-controlling strategy of asking questions repeatedly in the classroom. This approach involved posing the same or similar questions multiple times to the students. By repeating questions, the teacher aimed to reinforce key concepts, prompt deeper thinking, and provide students with additional opportunities to engage with the topic and formulate their responses. This strategy can also help ensure that all students have a chance to contribute and clarify their understanding of the subject matter.

**Example:**

Teacher : Who always cleans this classroom? Who always cleans this room?

Students : (Inaudible)

Teacher : Who always cleans this classroom? siapa yang selalu membersihkan ruang kelas ini?

Students : Petugas kebersihan sekolah