

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

The previous studies that help the researcher to investigate types of question used by the teacher in classroom interaction to help the researcher to gather the literatures in this research. The first study conducted by:

Adibah (2012) the descriptive-qualitative study entitled “An Analysis of Questions Used by An English Teacher in Classroom” found the senior high school teachers in Pasuruan used six out of seven question types; they were knowledge, comprehension, application, interference, analysis, and synthesis questions. The result she suggested to applying more knowledge questions because they were highly employed by the English teacher and used to elicit factual answers, recall tests, recognize information, and check the students’ understanding. It was determined that a number of variables, including the lesson's objectives, the variety of assignments, and the teacher's objectives while asking questions, can affect the utilization of particular question types.

While, in the junior high school in Bandung, that according to Jannah (2013) only four of Bloom's taxonomy's cognitive domains were asked by the teacher, notably in the three lower cognitive domains of knowledge, comprehension, and application and one of the three higher cognitive domains of analysis, which are asked as display questions.

The study above uses a qualitative research design. It is suggested that a more extensive study be carried out to provide strategies and critique the teacher's questions. Furthermore, the study's conclusion is that teachers must receive training in questioning strategies to enable them to formulate more difficult questions.

Moreover, the study revealed that those questions or cognitive domains not make students produce longer responses unless the teacher is able to encourage the students to elaborate further rather than only accepting responses brief or less complex responses. On the other hand, to facilitate the second language development of students and bring about more conversational forms of class teaching, the students ask to expand their critical thinking and options as the responses to the most among teacher and students.

And then according to Erlinda (2014) finds the teacher in one of senior high school in Malang most uses three out of six questions types from Bloom's Taxonomy. They are application question, comprehension questions, and knowledge questions. She suggests that the teacher is expected to vary their questions and not always gives difficult questions to be answered by the students. That's why the researcher using types of questions in senior high school.

In the different place, according to Sujariati (2016) in SMAN 1 Bontomaramu, there are a few types that teachers tend to use most frequently when instructing students. All teaching sessions commonly included open-ended and showcase questions. Recall and referential issues, for example, were also relevant, albeit sporadically. The use of questioning techniques as a teaching tool can be

accomplished by carrying out and putting to use the questioning techniques in a suitable and appropriate method, which will enhance the interaction and communication between instructor and students. This research applied qualitative method especially conversation analysis. In this research, there were three instruments used by the researcher. Those were: classroom observation/classroom recording, video recording, and interview.

And the last study with the title “Analysis of Questions Used By English Teacher at Jakarta Intensive Learning Centre” by Prasetyawati (2015), concluded that the teacher employs more knowledge questions and comprehension questions in teaching Bahasa Indonesia to elementary school. The questions mainly function as a strategy for teaching and learning interaction. This research employed a descriptive research design that applied qualitative approach with reference to Bloom’s Taxonomy.

From the research above, the researcher finds some differences and similarities with the previous studies. The similarity on this study is to find the teachers questioning strategies that appropriate to create a good classroom interaction. Then the differences, on the previous study focus on teachers questioning strategies and classroom interactions while the researcher objective only the teachers questioning strategies. And also, in the previous study conducted in Senior High School, while the researchers conduct this research in Vocational High School that of course the human resources is different.

As an outcome, the researcher in this instance discovered the most common question types used by teachers and how these questions foster greater classroom

interaction, particularly in the eleventh grade at SMK Yaditama Sidomulyo which located in Perintis Kemerdekaan No.70A street, Sidomulyo, South Lampung Regency.

2.2 Theoretical Framework

2.2.1 Definition of Teacher Questioning Strategies

According to Sujariati (2016), "questioning strategies is one of the major instruments to extending students' learning that can facilitate teachers create their own strategies to enrich the students' work and thinking". On the other hand, teacher questioning is crucial for both the instructor and the students.

Different from Sujariati, according to Harvey (2000) questioning strategies work best when they let students actively participate in the learning process. And it is crucial that teachers consider the types of questions they would ask students as they design the session. The intended results of the question-and-answer session must also be made clear.

As a result, questioning tactics assist a teacher in organizing questions and answers sessions when a teacher plays the questions well based on the students' needs and the question types to be completely involved in the students' interaction.

One of the methods teachers employ most frequently and the main means by which they regulate classroom interaction is through teacher questions. Many studies have noted that teachers have a propensity to ask a lot of questions. According to Richards & Lockhart (cited in Prasetyawati, 2015), question and answer sessions make up more than half of class time in some classrooms.

Researchers who study language classrooms have given a lot of attention to teacher questions. By using questioning as a technique, teachers can emphasize the importance of the lead-in stage (during which students are urged to develop an interest in the text's subject matter), encourage students to understand the text's content, and provide them with an interesting and compelling task to complete in class.

The "questioning learning method" is defined by Larx (2002) as "asking some questions about what they observe or adding some facts about it that are not understood." Creativity, curiosity, and the capacity to formulate a problem help pupils develop the critical thinking skills necessary for daily living. So, it is quite beneficial for the students to ask questions in order to learn some additional crucial facts.

According to Toni and Parse (2013), teachers should encourage students to ask questions, provide them opportunities to think critically, encourage student engagement, and cultivate their listening skills. Students are encouraged to speak by teachers' questions since it has been observed that teachers speak more frequently when asking questions than when receiving responses from students (Dillon, 1981). which is why, when responding to questions from teachers, students can effectively practice speaking English. Also, by answering the questions, they will become more fluent speakers.

During the teaching and learning process, teacher questioning is frequently used as a type of reciprocal exchange teaching technique. It has so far been used extensively in instruction. The main component of classroom instruction is

questioning, which is one of the teaching strategies used to achieve the lesson's objectives. Answering questions is the first step in getting students to respond, which is what teachers desire. The teacher can evaluate the students and obtain the desired answers through continuous dialogue and communication.

2.2.2 The Functions of Teacher Questioning Strategies

Teachers are guided by questioning strategies when asking questions to their students. According to Tekene (2006), the kinds of questions that teachers use and create have a significant impact on their students' achievement and level of engagement in teaching and learning. They won't participate as well if the questions are unclear, and spoken comments from the students won't be well evoked either.

By rephrasing the questions or turning the difficult ones into more simple structures, teachers might encourage students to respond to their questions (Dumteeb, 2009). Teachers must provide an alternative means of expression when students are unable to understand the meanings of the initial questions.

According to Nisa (2014) analyzed how students interacted in an EFL speaking class. The research demonstrated the importance of encouraging students to use English during speaking activities and developing their communications skills. As questions can increase students' attention and engagement in a classroom, it is crucial for teachers to use these tactics when asking students questions in order to generate verbal responses. Using questioning techniques, teachers can help students understand what they are being asked.

The reason why students are quiet is probably because they don't know how to respond to the question or don't understand the words that were used. The solutions to these issues can be found by teachers by using questioning techniques. It can motivate students to talk confidently by motivating them to respond and supporting them in organizing their utterances. According to Nisa (2014), it can be concluded that the functions of teacher questions are:

- a. As a tool in the classroom interaction, throughout the teaching and learning process, the teacher is good at categorized the use of questions, they can encourage student to participate in class discussion during teaching and learning process.
- b. By asking the proper questions in a given situation, a teacher can improve communication skills such as collecting information and learning more, building connections, managing class, and helping students learn efficiently. It means that the teacher can design a productive teaching and learning process by using questions.

Then the teacher questioning is a significant aspect in teaching and learning process as a basic teaching strategy. Students' subject knowledge and comprehension are assessed using questions. Reviewing key ideas in a subject matter with questions can be helpful. Students' social conduct can be managed with questions.

The purpose of questions is not to trap students; rather, they serve as a roadmap for their participation and interaction in class. According to Weiss and Pasley (2004), good teacher questions evaluate students' understanding of new concepts

and inspire them to think more deeply. They are vital in helping students create connections and acquire concepts.

The common functions of teacher questioning in the classroom can be described by the specific functions they perform. These teacher questioning functions can be divided into three main categories: diagnostic, instructional, and motivational (Kauchak & Eggen 2014). The explanation about these function are:

- a. **Diagnostic:** By asking students questions, a teacher can get insight into their thinking and learn more about their perspectives on a subject than just what they know or don't know. A recent study on schema theory argues that the organization of students' prior knowledge is a significant factor in how they will learn new information and that misconceptions and preconceived notions frequently prevent students from effectively learning new material (Kauchak & Eggen 2014).
- b. **Instructional:** The focus of the instructional function is on how questions help students learn new information and integrate it with previously learned content. Inquiries offer the practice and criticism necessary for growth. Students are made aware of the content of a lesson through questions. Questions are beneficial for acquiring integrated bodies of knowledge as well. In order to do this, questions can be used to review previously taught material and create a foundation of knowledge for the new content that has to be learned. Furthermore, questions can be used to clarify connections within the topic being discussed as it is developed.
- c. **Motivational:** A third function that classroom questions perform is motivational. Through questions teachers can engage students actively in the

lesson at hand, challenging their thinking and posing problems for them to consider. From a lesson perspective, a question at the beginning can be used to capture students' attention and provide a focus for the lesson.

However, frequent and periodic questions can encourage active participation and provide opportunities in the lesson for continued student involvement. Research in this area shows student on-task behaviors are highest during teacher-led questioning sessions.

In conclusion, the functions of teacher questioning is a teaching device that can be used by the teacher as a tool of communications in English language teaching. And also, asking right questions in some situation can encourage students more interactive in the classroom.

2.2.3 Types of Teacher Questions

There are several types of questions that teachers used in accordance with Long & Sato and Bloom's Taxonomy were also expanded by Brown (2001). The six kinds of questions by Brown are given below, ranging from display to referential, along with the standard question language used in classrooms for each category.

- a. Knowledge questions: generating accurate answers, assessing learning experience and recognition. At this grade level, students properly remember topics they have already learned. The recall of facts, figures, fundamental ideas about the world, and solutions might serve as examples. The students' memory must be tested at this level. The students can repeat the information at this level. Questions about information are only asked to determine whether a student has learned a certain topic from the session. Frequent

question words include "define," "distinguish," "recall," "reorganize," "remember," "show," "tell," identify," select," name," point out," label," reproduce," and the words "yes" or "no." to answer the question.

For example :

Teacher: what is the name of the cat that we discuss on page 123?

Students: Ujang.

- b. Comprehension questions: Extrapolating, interpreting Students are expected to understand the knowledge rather than just remember it while answering comprehension questions. The students should be able to analyze the data. At this level, students respond to questions with their own words to demonstrate their understanding of the meaning, ideas, and concepts of the materials. Teachers should anticipate that the students will understand the subject and be able to rephrase it. Frequent question words include: contrast, compare, outline, match, translate, predict, reorder, inform, illustrate, say in your own words, tell in your own terms, explain, define, locate, select, suggest, summarize, and explain why.

For Example :

Teacher: What is the meaning of arrogant?

Students: Sombong

- c. Application questions: applying information read or heard to fresh circumstances. Application questions require students to put their newly acquired information into practice. At this level, students can employ knowledge they have gained in a new setting to complete a task, respond to a

question, or solve a problem. Students must use their knowledge, facts, strategies, and rules in a new way at this level. Students can be required to come up with a workable solution to an issue using the knowledge they have learned in class. Popular words for the topic: demonstrate how, try it in a new context, solve, use the data, illustrate how, show how, apply, choose, classify, construct, develop, solve, explain, use, what is _used for, what would result, and would happen.

For example :

Teacher: alright, how do you spell it (refer to cock)?

Students: C O C K (the students spelled the word cock)

- d. Analysis question: dividing into parts, connecting parts to the whole. Students must go beyond classroom learning and practical application to recognize patterns that can be applied to problem-solving. The students need to be able to think critically at this level. They must break down the content into its component parts, investigate each one, and then explain how the components work together. The students wanted to draw a conclusion from their knowledge. Words like "distinguish," "diagram," "chart," "plan," "deduce," "arrange," "separate," "outline," "categorize," "compare," "compare and contrast," "differentiate," "explain," "conclude," "assume," "infer," "identify," "analysis," "what the relationship is between," "what is the function of," "what conclusions," and "what is the main idea" are frequently used in questions.

For example :

Teacher: alright. So, for a dog and for a cock fur, is it the same or different?

Students: Different.

- e. Synthesis questions: creating a new pattern by combining parts. The students are expected to use the information provided to develop new theories or forecasts and resolve the issue. Before drawing a judgment, they might need to gather information from several fields and combine it. The common question with this type are; create, compose, synthesize, estimate, invent, choose, hypothesize, build, solve, design, develop, what if, how would you test, what would you have done in this situation.

For example :

Teacher: How do you compose those words to make better sentence (He buy a car yesterday)?

Students: He bought a car yesterday!

- f. Evaluation questions: making judgement of good and bad some aspect in the material based on some set of criteria, and stating why. The purpose is to encourage students to assess information and get the conclusion such as its value or the bias behind it. In this stage, the teacher should have make a judgement about new ideas. In this level, the teacher can check the validity of ideas and the quality of works. Common question words: evaluate, assess, rate, dispute, decide, which, select, judge, check, grade, verify, choose why, which is best, which would you consider, do you agree, which is more important, and which do you think is more appropriate.

For example :

Teacher: what do you think about your friends answer?

Students: I think.....

And also, according to Krathwohl (2002) states that the six levels within the cognitive domain are divided into two levels of thinking skills, there are:

3. Lower-Order-Thinking Skills (LOTS): knowledge, comprehension, and application.
4. Higher-Order Thinking Skills (HOTS): analysis, synthesis, and evaluation.

2.2.4 The Reasons Why Teachers Ask Questions

Teacher questions are used in the classroom for a variety of purposes, including knowledge assessments, discussion starters, and student support. clarifying their thoughts and ideas, or encouraging them to examine fresh perspectives and apply previously learned concepts. A great way to turn a situation around is by asking questions. Student from being a classroom observer to being an active learner.

Based on Richard and Lockhart (cited in Kurniawan, 2011), there are some of reasons why questions are so commonly used in teaching and learning process:

- a. They stimulate and maintain students interest
- b. They encourage students to focus on the topic of the lesson
- c. They enable teachers to clarify what students has said
- d. They enable teachers to elicit some part of structures or vocabulary items
- e. They enable teachers to check students' thoughts
- f. They encourage students enthusiasm in the classroom

Additionally, Brown & Wragg, who were cited by Borg (2006), list a number of purposes for questions, including "to stimulate students to ask questions of themselves and others," "to develop an active approach to learning," "to focus attention on a particular issue or concept," and "to stimulate interest and curiosity

related to a topic." Nunan & Lamb (1996) state, however, that when it comes to teaching language, teachers primarily use questions to assess students' comprehension, elicit information, and maintain the flow of the classroom.

Furthermore, Mayberry & Hartle (2003) reveal there are some of reason why the teacher giving questions to their students, there are:

- a. Managerial-recalling students step by step or giving interest.
- b. Diagnosing, checking, or reviewing the main topic.
- c. Assessing students' level of comprehension and interest.
- d. Getting interest, attention, or creating intrigue.
- e. Structuring and redirecting learning to consider other uses, adaptations, or changes in quality.
- f. Teach students to think and learn in two ways: vertically (increases of greater complexity or types of skills, such as counting before doing addition) and horizontally (more breadth of understanding or different techniques on a topic, such as learning how to read three letter words with short /e/, such as "get" and "wet," then continuing with other three letter words with short /a/, like "hat" and "bat."
- g. The teacher questions posed to encourage students to the level of thinking expected of them.

2.2.5 Concept of English Language Teaching

English language teaching (ELT) refers to a variety of approaches, techniques, and methods used to teach English to individuals who speak it as their first

language as well as those who use it as a second or foreign language. Many outstanding researchers have contributed to the history of English language teaching and learning by developing learning methodologies to advance the knowledge of English teachers and students globally.

Then, Brown (2000) states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. In the foreign language teaching, there is an obligation for the teacher to provide exposures to the language and opportunities for learning through classroom activities (Cameron, 2001). Moreover, Wong and Nunan conducted one of their language studies in (2011), they looked into the distinctions between more and less successful learners of English as a foreign language in terms of learning styles, learning methodologies, and language usage.

Everyone knows that a teacher's success is greatly influenced by their evaluation. Researchers are involved in the subjective process of evaluation. The teacher must evaluate their student in an efficient manner. To do a student's career justice, a teacher must conduct an honest and impartial evaluation. A student can gain a great deal of knowledge from their errors. As a teacher, a student ought to concentrate on their areas of strength rather than their flaws, and all students should uphold high standards. According to Archana (2017), teacher plays diverse roles in English Language Teaching (ELT). Some of the roles where a teacher performs when dealing the students are as follows - learner, facilitator, assessor, manager and evaluator. By performing various roles, she becomes an ideal guide in shaping their future.

The findings of this study showed that attitudes regarding language and learning have an impact on English as a foreign language students. The more successful foreign language students appear to be capable of creating their own active learning strategies. Nonetheless, based on the chosen technique, the students were agreeing to learn and enjoy English.

2.2.6 Classroom Interaction

A classroom interaction is a conversation between the teacher and the students or among the class's students. According to Novianti (2022), classroom interaction is when a teacher and students come together in a group environment so they can engage with one another. It suggests that all interactions that take place during the teaching and learning processes are included in classroom interactions.

According to Brown (2007), classroom interaction is a collaborative dealing of ideas between two people or more, of thoughts, feelings, for resulting in a reciprocal effect on each other, that is the interaction. The idea of communicative ability emphasizes how language use in a variety of contexts helps people negotiate the substance of their experiences.

The researcher wants to share what kinds of teacher questions are frequently used in classroom interactions based on the statement above. According to Rido et al. (2014) identify four types of interaction strategies which are “control of interaction or interaction management, elicitation or questioning, speech modification or feedback, and repairing or error treatment strategies”.

According to Al-Zahrani (2017) that verbal questions asked, generate different interaction levels according to the questions' features: cognitive level, complexity, type and communication pattern. English language proficiency level also appears to have a direct connection to the types of responses generated in reply to questions.

The researcher concluded that teacher questioning is the key to create an interactive classroom interaction. According to Seime (2002), In a classroom interaction a question is defined as "any statement intended to evoke a verbal response." The ability to engage students in the teaching and learning process is a necessary skill for teachers. The teacher then asks a question as a result. As a result of asking questions, the teacher can find out what the students already know, assess their comprehension, provoke thought in them, and improve communication both between the students and the teacher.