

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Description

2.1.1 Teachers Questioning Strategies

Questioning strategy is one of the most effective tools in Ayu et al. (2018:60), which supports student participation and promotes students' learning beyond their text. It helps teachers find out how their questions can be improved to enhance their students' work and thinking. Furthermore, teacher questioning is considered an important element for the teaching and learning process in Ayu et al. (2018:61) because it ensures that learners are actively involved in the learning process. In his view, in the process of preparing the lesson plan, it is important that educators deliberate over the kind of questions that will be asked of learners. Therefore, a teacher can develop a successful question-and-answer period using various questioning strategies well adapted to student needs and question types to ensure active participation of all students.

According to Ekawati et al. (2021:69), Harvey's (2000) view is that a questioning strategy will only work if it motivates learners to actively participate in the teaching-learning process. The writer underlines the importance of educators reflecting on what questions they will ask students while planning for lessons. Therefore, with the use of effective questioning strategies, teachers can arrange their sessions so that they are likely to encourage full participation and interactivity from their students as they carefully tailor their questions based on learners' needs as well as the type of question that would engage them best. This way, there will be increased efficiency during question and answer sessions in a classroom.

Teachers use questioning strategies to achieve specific instructional goals, such as promoting active participation, encouraging deeper thinking, checking for comprehension, and fostering student reflection. These strategies can include a range of question types, such as open-ended questions that require thoughtful responses, probing questions that encourage students to elaborate on their ideas, and higher-order thinking questions that challenge students to analyze, evaluate, and synthesize information. Questioning strategy is the important strategy to the growth of critical thinking skills creative thinking skills, and higher-level thinking skills Stephens, (2005) in Putri Y. D & Reflinda (2021:500).

Additionally, teachers may employ techniques like wait time, which allows students sufficient time to process and formulate their responses, and scaffolding, which involves

providing support and guidance to help students answer questions effectively. By employing effective questioning strategies, teachers can create an interactive and engaging learning environment that promotes critical thinking, active learning, and deeper understanding among students.

According to Rooijakkers in Sulastiani (2020), a good learning environment is where learning works best. The required requirement was:

1. The learners must progress in learning
2. The learners should appreciate the lessons that are presented.
3. The learners must get satisfaction from the learning process that are accomplishes.

In the learning strategies, these include from the three categories: metacognitive, cognitive and socio-affective.

2.2.2 kind of question strategies

Cotton (2001) in Eka Fatmawati et al (2020: 61) defines teachers' questions as instructional cues or Stimuli that convey to students the content elements learned and directions on what they do and how they do it. Seime (2002) defines classroom question as any statement intended to evoke a verbal response.

In the context of teaching and learning, strategy can be used as an effort or method taken by the teacher to create an interesting learning environment to achieve the learning objectives. Based on Wu (1993) in Saragih R. J.& Nuran A. A (2022), the questioning strategy is all the efforts and ways made by the teacher to get responses from students. The questioning strategy can be emphasized as the most needed dimension for learning achievement which is accompanied by the existence of learning guidelines that have been arranged so that the questioning strategy can be applied in a good way. The theory regarding to questioning strategies can be described by expert.

1. Such as Chen (2016) in Saragih R. J.& Nuran A. A (2022) who classifies five types of questioning strategy skills:

- a. Wait time

Wait time can be distinguished from post question and post response wait times. Postquestion wait time occurs when the teacher's questions and students' answers have pauses so the students can think of the answers and getting responses to the teacher's questions, while the post-response wait time is the time given between students responses and other students who provide ideas or contribute their own opinions.

b. Repetition

This strategy is used by the teacher to repeat the same question to get a response from students. Example

Teacher: Have you ever gone by the train?

Student: (Silent)

Teacher: Have you ever gone by the train?

c. Paraphrasing

This questioning strategy used by changing the question's sentence in a simple way so that students are able to understand the teacher's questions more easily. Example:

Teacher: Why is petroleum as a significant asset for human life? Students: (Silent)

Teacher: Can you tell me why the petroleum is so needed by humans?

d. Simplification

Simplification is used when a question is too complex to be answered by students so that the question should be divided into several questions. Example:

Teacher: How was your homework? Have you finished it?

Student: (Silent)

Teacher: Finish..?

e. Probing

This probing questioning strategy is used by the teacher by means of the teacher's questions are followed by other questions but still have the same relationship. Example:

Teacher: Do you agree that the sun belongs to the planet?

Student: No Teacher: Why do you think the sun doesn't belong to the planet? Student: (Answer)

Teacher: Can you give me the other opinions about this?

2. While consistent with Xuerong (2012) in Nazara (2022) "classifies thinking techniques into query making plans and query manage techniques.

a. Question making plans

The query making plans approach refers back to the kinds of questions utilized by the trainer with inside the classroom. Its feature is to elicit responses and become aware of problems, higher recognize pupil knowledge, and invite similarly discussion. The query making plans approach includes asking questions applicable to students, asking open-ended questions, and follow-up questions. This consists of soliciting for helping data.

b. Question manage

Question manage approach refers back to the approach or process utilized by the trainer to invite questions within side the classroom. Its feature is to distribute shifts and inspire participation. The use of techniques in asking inquiries students is vital to assist instructors know how college students reply and may make college students be aware of instructions and involve college students within side the coaching and studying process. The wondering strategy affords a manner display to make college students clean approximately the trainer's questions. Sometimes college students are silent due to the fact they'll now no longer apprehend what the trainer is asking, the way to solution it or sense embarrassed. So, through making use of the wondering strategy, the trainer can remedy the problem. This can encourage college students to reply and assist them to prepare speech, in order that they may be motivated to talk confidently.

So from some of the statements above we can conclude that this Questioning strategy is an important technique in the learning process that teachers can use to involve students in asking questions and providing responses. Effective questioning strategies involve various elements such as the types of questions asked, the sequencing and timing of questions, and the ways in which teachers respond to student answers. Teachers use questioning strategies to achieve specific instructional goals, such as promoting active participation, encouraging deeper thinking, checking for comprehension, and fostering student reflection. Effective questioning strategies can create an interactive and engaging learning environment that promotes critical thinking, active learning, and deeper understanding among students. Teachers need to be strategic about the types of questions they ask, and they should ask questions that will require students to use the thinking skills that they are trying to develop. By employing effective questioning strategies, teachers can stimulate students to be much involved in the language learning process and promote students' creative thinking in classroom interaction.

3. There are two kinds of questioning strategies by Xuerong (2012) in Ekawati (2021:74) :

1. Question-Planning Strategies

In question-planning strategies there are the teachers in giving some questions, namely, would focus several indicators:

- a. Asking question relevant to students
- b. Asking open-ended question

- c. Asking follow-up question
- d. Asking for evidence to support a particular point
- e. Asking another type of question (probing)
- f. Asking another type of question (display question)
- g. Asking another type of question (prompting)

2. Question-Controlling Strategies

In question controlling, strategies there are the teacher in giving some question would focus several indicators:

- a. Repeat the question when there is no response
 - b. Modify the question when it is not understood
 - c. Call the students' name when asking a student to answer question
 - d. Asking question of the entire class and try to encourage all students to participate.
4. There are many ways to classify what kinds of questions are used in the classroom. Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions (Brown, 2001). Long and Sato (as cited in Ayu et al 2018:61) identified two types of questions that may be asked by teachers; display questions and referential questions.
- a. Display Questions refer to ones that the teachers know the answer and which are designed to elicit or display particular structures. For example, 'what's the opposite of up in English?'
 - b. Referential Questions refer to the questions that the teachers do not know the answers to, and can gain various subjective information. For example, "Why don't you do your homework?"
 - c. Procedural Question refers to the question which serves several functions and also used as teaching routines for the beginning of the process. For example, "how are you today?"

2.2.3 The reason why the Teacher's used Questioning Strategy During the Classroom Interaction

1. Engagement and Participation: Questions stimulate students' interest, encouraging them to actively engage with the subject matter. This engagement fosters a more dynamic learning environment.

2. **Assessment of Understanding:** Through questions, teachers gauge students' comprehension levels. By observing their responses, teachers can identify areas of confusion and adjust their teaching methods accordingly.
3. **Critical Thinking and Problem-Solving:** Thoughtful questions promote critical thinking skills by prompting students to analyze, evaluate, and apply their knowledge to solve problems or discuss ideas.
4. **Encouraging Dialogue:** Questions initiate discussions, encouraging students to communicate their thoughts, share perspectives, and engage in constructive dialogue with both the teacher and their peers.
5. **Feedback and Reinforcement:** Teachers use questions to reinforce learning objectives and provide feedback. They can clarify concepts, correct misconceptions, and offer guidance through well-structured questioning.

Overall, questioning strategies are pivotal in fostering a dynamic learning environment that promotes active participation, critical thinking, and comprehensive understanding among students.

2.2.3 The Students Respons when Teacher's use Questioning Strategy During the Classroom Interaction

1. **Active Participation:** Some students may actively engage with the teacher's questions, eagerly raising their hands to answer or offering thoughtful responses. They may demonstrate enthusiasm for learning and a willingness to contribute to class discussions.
2. **Passive Participation:** Other students may have a more passive response, preferring to listen rather than actively participate. They may choose not to answer questions or may only provide brief responses when prompted. This could be due to shyness, lack of confidence, or a preference for observing rather than participating.
3. **Confusion or Uncertainty:** Some students may struggle to understand the questions or the concepts being discussed. They may exhibit signs of confusion, such as furrowed brows, hesitant responses, or requests for clarification. These students may require additional support or explanations to grasp the material.
4. **Lack of Engagement:** In some cases, students may show disinterest or lack of engagement when the questioning strategy is used. They may appear distracted,

disengaged, or unresponsive. This could be due to various factors, such as disliking the subject, feeling overwhelmed, or experiencing external distractions.

5. Varied Levels of Understanding: Students' responses may also reflect their varying levels of understanding. Some may provide accurate and insightful answers, demonstrating a deep understanding of the topic. Others may offer incomplete or incorrect responses, indicating a need for further instruction or clarification.

2.2.4 The Functions of Teacher Questioning Strategies

Teacher questions may serve different functions, including focusing attention, exercising disciplinary control in the course or an instruction, encouraging students' participation and moving the lesson forward among others (Shomoossi, 2004). In addition, according to Chaudron (as cited in Erianti et al 2018:60), teacher questions are considered to be important because of their potential power "to facilitate either Target Language production or correct and meaningful content-related responses by students".

2.2.5 Classroom interaction

In the field of foreign language teaching, classroom interaction is different from everyday interaction. It can be known from the definitions of some experts. Richards and Rafika Yunion (2020) states that, classroom interaction is a pattern of verbal and non-verbal communication and the types of social relationships which occur within classroom. Verbal interaction means a communication which occurs using teacher and students talks.

The term "interaction" is made up of two morphemes, namely inter and action. It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain a conversation, teach or interact with participants involved in teaching and learning in the classroom. Classroom interaction is an interaction between teacher and students in the teaching and learning process where the teacher determines the interaction that happens in the classroom. Mustiatin, (2017) in lestari et al (2022:3). There is a reciprocal process in the class between teachers and students.

According Harvey (2000) in Ekawati et al (2021:69), said 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 vital that teachers think about the types of question will be asked to students.

Loewenberg & Forzani (2009) in Saragih et al (2022) argue that during the learning interaction process, the teacher's role is very dependent on the continuity of the class or in other words, the teacher is the key to determining the achievement of learning objectives. Based on Harmer (2001) as quoted by Pasaribu (2019), when this classroom interaction occurs, there are several types of interactions that can be distinguished by who and with whom someone is communicating in class. Here are the types of classroom interaction when the learning process takes place:

1. Teacher-learner

In this type, the teacher will dominate the learning process that takes place, whether it is explaining the material, giving instructions and other roles that can be performed by the teacher.

2. Learner-learner

In the process of interaction between learner and learner can usually be found in a group discussion. Teacher in general can make a learning method that suitable to the needs of the students in the class.

in the journal Nazara, K. R., Laoli, A., & Telaumbanua, K. M. E. (2022). An Analysis of Teachers Questioning Strategies During The Classroom Interaction At The Tenth Grade of SMA Negeri 1 Lotu In 2021/202 states that classroom interactions mostly focus on whole-class interactions between teachers and students. Among other things, usually classroom interaction patterns, the most widely known are initiation, response, and feedback/evaluation.

- a. Initiation

The teacher controls the structure and content of the class and starts the discussion by asking questions.

- b. Feedback'

The teacher gives questions to students and students provide answers to "these questions

- c. Feedback/evaluation

After students answer the questions, the teacher ends the series of interactions by providing feedback on student responses.

2.2.6 The Relationship between Questioning Strategies and Classroom Interaction

Everyone knows that teachers must have educational strategies, especially questioning strategies. Question strategies are used to ask students to achieve learning objectives. During the learning process, teachers must know how far students understand the material being taught.

In all communication activities, especially educational ones, the practice of asking questions is always used. Halstead and Mclaughlin claim in Sulastiani (2022) that one of the most important tools for guiding and extending students' learning is the inquiry. It can help teachers design their own strategies to enhance the work and thinking processes of their students. A recent study looked at the questioning strategies used by teachers during class interactions to investigate how questioning is used in English instruction. Paule claims that a great deal of research has demonstrated that educators tend to be very curious.

When teaching English, asking questions can be a useful tool for the teacher to gather student feedback on what they are learning. In order to motivate students to become more involved and active in the learning process, teachers use questioning methods during classroom interactions to elicit replies from the class.

2.2 The Latest Related Research

In conducting this research, the researcher was inspired by several previous studies related to this research. The research is described below.

The first research conducted by Dian, E. (2019), with the studies title "An Analysis Of Teachers' Questioning Strategies During The Classroom Interaction At SMAN four Makassar". This look at changed into carried out to decide the form of wondering approach utilized by the instructor and the motives why the instructor used this approach at "SMA four Makassar. There are trendy consequences that the researcher concludes at the English instructor's asking approach, namely: 1) The wondering approach utilized by the instructor is the Question Planning Strategy and the Question Control Strategy. The query making plans approach carried out via way of means of the instructor where in the instructor asks questions applicable to college students, asks questions for proof that helps a selected point, "asks questions using open• ended questions and follow-up questions, and in addition they ask different kinds of questions. there are probing "questions and prompting questions. Next, the Question-controlling approach changed

into carried out via way of means of the lecturers wherein they asked questions via way of means of calling positive college students to answer, asking college students to the whole elegance, repeating the questions whilst there had been no answers, and that they modifying the questions whilst there had been no answers. Understood. 2) English teaching actively makes use of wondering techniques in elegance interplay this is they ask questions to test college students' know-how of the preceding material, to attract college students' attention, to assist college students' contributions in elegance and additionally to inspire college students to learn. And the motive why English instructors use their wondering approach is consistent with the characteristic of the form of wondering approach.

The second research conducted by Rismayanti in Sulistiani (2022) with the title “An Analysis of Teacher Questioning Strategies during the Classroom Interaction at PIBA of UIN Alauddin Makassar”. To collect the data for this study, interviews and classroom observations were combined with descriptive qualitative research methods. The investigation yielded the following findings: display and preferential questions were the question kinds utilized by the English teachers in the PIBA of UIN Alauddin Makassar. When it comes to asking referential questions, the English teachers at PIBA of UIN Alauddin Makassar aim to improve their students' speaking and critical thinking skills. The majority of the questions that the teachers use in the PIBA classroom are clarifications. The teachers' goals when using display questions were to review the previous materials and assess the students' understanding of them. and the second guiding question, integrating and the last anticipated questions.

The last research by A.B. Prabowo K.A and Alfiyanti in Sulistiani (2022), the title “An Analysis Of Teachers’ Questioning Strategies During Interaction In The Classroom: A Case Of The Eight Grade SMP PGRI 01 Semarang”. This research focused to know kinds of teachers’ questioning strategies that teacher use in the classroom and to know the way the teachers use the questioning strategies in the classroom. The researcher used descriptive qualitative.