

CHAPTER II

LITERATURE REVIEW

In this chapter, the author elaborates the systematic analysis of references related to the research. The theories discussed in this chapter are thoroughly related to the title of the research. This chapter consist of literature review, review on relevant studies and theoretical framework of the research.

2.1 Literature Review

This subchapter systematically elaborates theories to the two main key words of the research, which are questioning strategy and classroom interaction.

2.1.1 Classroom Interaction

Classroom interaction is defined as the communication patterns between teachers and pupils and pupils with pupils (Hitchcock and Hughes 1989, cited in Brown 2001). Moreover, Goronga (2013) asserts that classroom interaction enables the students participating in the teaching and learning process.

Language and social interaction research of classroom interaction is concerned with how participants do together in mutual interactional engagement and therefore focuses empirically on what participants make observable for each other in their interaction behavior, both in terms of how participants want to be understood and in terms of how participants understand each other (Tom, 2010).

In a good learning process, students are not positioned as a passive party or simply act as a listener, but both teachers and students are the

ones who are actively involved in the learning process. So that. It can create interaction and two-sided knowledge exchanging. According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all interactions that occur in the learning and teaching process. In addition, classroom interaction will help students share the information that they get from materials to at each other. Radford (2011) also maintains that through classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other. It means that classroom interaction make the students brave to share what they have known and learn from each other.

Classroom interaction is not only the process of knowledge sharing between teacher and students, but also how inter-students relationship can be created in the learning process. Khadidja (2009) insists that classroom interaction will make the students involve in collaborative learning because they talk and share to each other in classroom. It means that the classroom interaction will make the students have a good relationship with each other.

Overall, through classroom interaction, students can find out how to participate well in the learning process. Through the interaction of the classroom, the teacher can measure the time she/her takes to talk and to know the effectiveness of his/her teaching style in the learning process.

Creemers and Kyriakides (2005) contend that classroom interaction is really related to the teacher's style. The correlation appears that the more the teachers use different teaching style, the more the teacher knows how to make the students involve in the classroom interaction. It means that the teacher is the key figure who will make the students participates at the classroom interaction actively and purposefully.

In the context of language, classroom interaction is an interactive process that gives an opportunity to students exploring their idea. In connection with this, Khan (2009) claims that classroom interaction contributes the students being active in the learning process. It means that when the teacher gives chance to the students to talk, the students will be enthusiastic to participate in the learning process. Based on the explanation above, classroom interaction is all interaction that occur in the teaching and learning process where the teacher determine the interaction occur in the classroom.

Based on the explanations above, classroom interaction is a media in the learning process to create a relationship and collaboration between teacher and students to liven up a good classroom atmosphere. In addition, a classroom interaction is to build up a good collaboration between student and student dynamically. Through classroom interaction, teachers can also measure the effectiveness of the methods which he/she used. All of that is toward the goal in realizing the success of the learning objectives.

2.1.2 Questioning Strategy

Canfield and Wells (1994) suggest that the most important thing a teacher can do to help students emotionally and intellectually is to create an environment of mutual support and care. The crucial thing is the safety and encouragement students feel in the classroom. Furthermore, they must recognize that they are valued and will accept affection and support.

In brief, a close teacher-student relationship plays a very important part in English acquisition. And it requires teachers to take all the affective factors involved in the teacher-student relationship into consideration automatically, to analyze and optimize these factors so as to motivate students and make our teaching-learning activities more effective.

Questioning is effective when it allows pupils to engage with the learning process by actively composing responses. In addition, questioning requires learners' active participation (Rogoff, 1990). Furthermore, in terms of questioning, there should be a term that related to the way of exploring the question. It is called as questioning strategy. Questioning strategies are used to obtain answers and promote interaction in the classroom. Generally, elicitation or questioning strategies comprise question-planning and controlling strategies. During the lesson, teachers must be able to set strategies to exploit

questions to suit particular pedagogical goals (Xuerong, 2012; Walsh, 2011, 2006).

In the classroom, the teacher stimulates the students with questions to promote responses and foster communication. Teacher are likely poses various questions relevant to the topic and particular students by nominating their names. Teacher gave students wait time to answer and repeats as well as rephrases questions when there was no response. Besides, teacher would allow the students use their own words while responding to questions and explaining. The teacher also frequently used performance-oriented learning. Teacher approached learning through group discussion (Haniem, 2011).

In connection with using question, researchby (Borich 1996; Muijs and Reynolds 2001; Morgan and Saxton 1994; Wragg and Brown 2001) suggests that lessons where questioning is effective are likely to have the following characteristics: (as cited in...)

- a. Questions are planned and closely linked to the objectives of the lesson. In connection with teacher's questioning strategy, Teachers must first prepare the questions posed during the learning process. It shows the readiness of the teacher as a facilitator in learning process.
- b. The learning of basic skills is enhanced by frequent questions following the exposition of new content that has been broken down into small steps. Each step should be followed by guided practice that

provides opportunities for pupils to consolidate what they have learned and that allows teachers to check understanding.

It is indeed important to check the students' understanding of the material that has been taught. In addition, this process can also provide an opportunity for students to further analyze what they has learned.

- c. Closed questions are used to check factual understanding and recall.

In digging students' understanding of the material that has been taught can be done in many ways. One of them is to provide some closed questions. Through Closed question the teacher can explore students' understanding by asking some questions that are more specific and detailed about the material so that students can also provide detailed feedback about their understanding

- d. Open questions predominate.

Open questions are dominantly used in order to give the opportunity to all students in exploring their ideas on material that been taught.

- e. Sequences of questions are planned so that the cognitive level increases as the questions go on. This ensures that pupils are led to answer questions which demand increasingly higher-order thinking skills but are supported on the way by questions which require less sophisticated thinking skills.

The objectives of teacher asking some questions to students are to test and measure how much students' understanding on the material being taught. It can grow and develop the cognitive abilities of students.

Student's cognitive ability is marked by the success of the students to answer a series of questions.

- f. Pupils have opportunities to ask their own questions and seek their own answers. They are encouraged to provide feedback to each other. The question asked by the teacher gives the opportunity to the students to explore their ideas effectively. The opportunity can grow and develop critically students' thinking way
- g. The classroom climate is one where pupils feel secure enough to take risks, be tentative and make mistakes.

In the context of learning process, Teacher must be able understand the heterogeneous character of students ability. In answering questions, students may be true or false. Due to this situation, the teacher's role is to provide a support and encouragement for the students to do learning continuously despite their answers are wrong. Teacher's spirit and encouragement are able to boost students' self-confidence.

2.1.3. Type of Question

The following are type of question by some expert. According to Van Lier (1988) there were two type of question:

Table 2.1

Type of Question by Van Lier

No.	Question Type	Example
1	Display question	T: (pointing to picture) Where did Martha go yesterday? S: She went to the theatre (yesterday).
2	Referential question	T: Where did you go yesterday, Martha? S: (Yesterday) I went to Zoo.

Meanwhile, Penick, Crow, and Bonnstetter (1996) suggested five type of question. Those were:

Table 2.2

Type of Question by Penick, Crow, and Bonnstetter (1996)

No.	Type of Question	Example
1	<i>History</i> (Question that relate to student's experience)	- What did you do? - What happened when you ...? - What happened next ...?
2	<i>Relationships</i> (Questions that engage students in comparing ideas, activities, data, etc.)	- How does this compare to . . . ? - What else does this relate to . . . ? - What do all these procedures have in common?
3	<i>Application</i> (Questions that require students to use knowledge in new contexts)	- How could this idea be used to design . . . ? - What recognized safety issues could this solution solve? - What evidence do we have that supports . . . ?

- 4 *Speculation* (Questions that require thinking beyond given information: - What would happen if you changed . . . ?
- What might the next appropriate step be?
- What potential problems may result from . . . ?
- 5 *Explanation* (Questions that get at underlying reasons, processes, and mechanisms) - How does that work?
- How can we account for . . . ?
- What justification could be provided for . . . ?
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According to Wajnrib as cited in Kamile (2012), there are types of teacher's question that can be used in this study as the fundamental references. Teacher's questions as presented by Wajnrib (1992, p. 47) as follows:

Table 2.3
Type of Question by Wajnryb (1992)

No.	Type of Question	Example
1	<i>Yes/No Question</i>	<i>Here is a picture of woman. Have you seen her face before?</i>
2	<i>Short answer/retrieval-style question</i>	<i>What did he say about the film?</i>
3	<i>Open-ended question</i>	<i>Whom could he have telephoned?</i>
4	<i>Display questions</i> (questions requesting information already known to the questioner)	<i>What color is this pen?</i>

- | | | |
|---|--|---|
| 5 | <i>Referential question</i> (question requesting new information) | <i>What did you did in university?</i> |
| 6 | <i>Non-retrieval/imaginative question</i> (question that do not ask the learner to retrieve given information but instead call on inferred information or information in which opinion judgment is called for) | <i>What do you think the writer was suggesting by making central character an animal?</i> |
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Of the three of type of questions by difference expert, this research will refer Wajnrib's type of question in Kamile (2012). The reason using the type of questions from Wajnrib is because it fits with the objectives of this study to investigate the kinds of questioning used by teachers in the speaking class.

2.1.4 The Role of Teacher's questioning Strategy

In the context of learning language, teacher's questioning strategy have some roles to liven up an brainstorming process of the students in developing their ideas to give the respond to the teacher's explanation. In line with this, Clough (2007) stated that effective questioning engages students and reveals their thinking is readily apparent. The role of questions in helping students make desired connections is just as important. But no so evident. However, questioning is crucial for helping students see problems with their currents conceptions and build more accurate ideas.

In the connection with the role of teacher's questioning strategy, Cotton (2001) reveals a variety of purposes of teacher's questioning. Those are:

- a. To develop interest and motivate students to become actively involved in lessons.
- b. To evaluate students' preparation and check homework or seatwork.
- c. To develop critical thinking and inquiring attitudes.
- d. To review and summarize previous lessons.
- e. To nurture insights by exploring new relationships.
- f. To assess achievements of instructional goals and objectives.
- g. To stimulate students to pursue knowledge on their own.

Overall, as the conclusion of the role teacher's questioning strategy by some experts above, that roles of teacher's questioning strategies are developing student's interest, evaluating student's preparation in learning, developing student's critical thinking, reviewing lessons, conducting interaction, motivating students, and stimulating and encouraging students to be active.

2.2 Review of Relevant Studies

There are some researchers that have done research related to classroom interaction and questioning strategy. (Yee, 1995) has conducted a research entitled *An Investigation into the Questioning Strategies employed By Novice And Expert secondary School Teachers*. This study investigated if there was pedagogical expertise in teacher questioning strategies in EFL teaching. To find out if there was any difference in the questioning strategies employed by novice and expert EFL teachers and to investigate the effectiveness of different questioning strategies on student response and classroom interaction, a qualitative research was carried out. Normal English lessons of two expert and two novice EFL teachers of a local Anglo-Chinese secondary school were audio and video-taped. One of their lessons, a 80-minute double lesson on a course

book reading comprehension passage was transcribed and analyzed with a post-coding analytical framework. Individual structured stimulated recall interviews with the teachers and semi-structured interviews with the class representatives were conducted to triangulate the data. The results showed that there were notable differences in the questioning strategies between expert and novice EFL teachers. What accounted for such differences and how such differences affected students' attitude toward English learning are discussed. Implications drawn from this study on teaching and teacher education are also presented.

The another research was conducted by Faizah (2007) entitled “*A Descriptive Study on Questioning Strategy for the Teaching of English in SD Muhammadiyah Plus Salatiga*”. This research paper intended to clarify the types of question used as the questioning strategies and to describe the strategies used in asking questions in English class. In this research, the writer used the descriptive qualitative research for analyzing the data. The data were taken by observation and documentation of learning process within 5 meeting. The data analyzed by describing the kind of questioning used by the teacher in each meeting. The discussion of the finding shows that (1) there are three types of questions that were used as the questioning strategy: ‘Yes/No’ questions, ‘Or’ questions, and ‘WH’ questions (2) there are four strategies used in asking questions in English class: the teacher asked a question and simply let students call out answers, the teacher asked a question and then paused to give the whole class a chance to think of the answer, the teacher first chose a student.

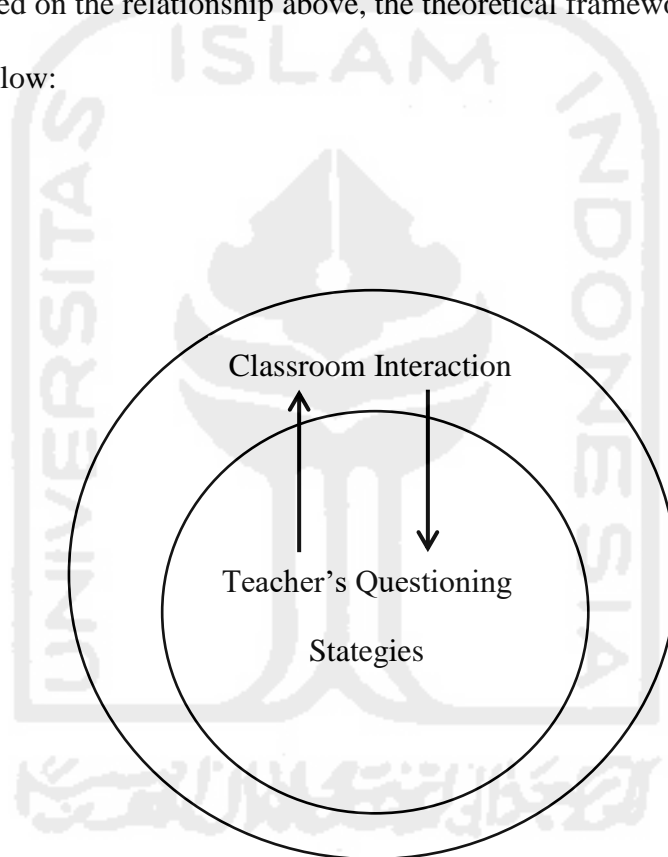
As with this study, there are two differences between this research and the previous researches. The first difference is the researcher will do the research in English Course class as a non-formal learning setting while both the first researcher did in senior high schools and the second researcher did in a primary school. The other difference is the researcher will refer to Wajnrib Theory of teacher's questions (in Kamile 2012) in investigating the pattern of questioning strategy used in the speaking class. Besides, another difference is that this study will also investigate the teacher perception on their/her questioning strategies.

2.4 Theoretical Framework

One of the ways that can be used in creating a good classroom interaction is through the teacher's ability to manage questions. Ability to manage questions may also be called the questioning strategy. Teachers should prepare good questions that are able to make students interested to respond. In the context of teaching foreign language, a teacher must create a good classroom interaction. This is in line with the opinions of the Yubin (2004) that questioning, currently, is one of the most effective teaching strategies in classroom environment. The strategies have been used so extensively that they can nearly satisfy foreign English learners of all ages and stages in any English learning setting. Thus they become a necessary part of the English teaching and learning activities. Furthermore, they benefit from the improvement of teacher-student relationship if questioning strategies were used reasonably in teaching-learning process. Affectively, the strategy affects the way of how students respond to the

questions given by the teacher. If the questioning strategy used by the teacher can attract the attention of students to develop their ideas and thoughts so we can assure an effective learning process. Overall, it can be concluded that teacher's questioning strategy is one of the effective ways to realize the good classroom interaction.

Based on the relationship above, the theoretical framework of this research is as follow:



In this case, the teacher's questioning strategy is represented by questions asked by the teachers during classroom learning. In term of questions asked by the teachers during learning process, this research elaborated Wajnrib Theory (1992) on question type. According to Wajnrib, there are six types of questions.

In the correlation to classroom interaction, the questioning strategy used by the teachers is the one of the way to reach classroom interaction.

