

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. EFL Class**

Learning is the process of interaction between students and educators and learning resources in a learning environment that includes teachers and students who exchange information. Setiyadi (2006: 58) stated that learning is the process of changing in mental and physical behavior induced in a living organism. Every human in this world needs the knowledge to be able to solve a problem that exists. To get knowledge, humans must have a willingness to learn. One of them is studying EFL (English as a Foreign Language). Language learning is a process of habit formation. According to Setiyadi (2006: 59) the more often something is repeated, the stronger the habit and the greater the learning.

According to Gebhard (2006), EFL can be defined as study of English by people who live in places in which English is not used as a means of first language communication. He further indicated that in such a setting, the students have few chances to be exposed to English for communication outside the classroom. A similar definition is expressed by Harmer (2007) who defined EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English. Speaking countries such as the United State, Britain, Australia, Canada, Ireland or New Zealand. A third definition is suggested by Camenson

(2007) who indicated that EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for travelling activities to an English-speaking country or for business purposes. He also further stated that EFL students only spend a few an hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills and have a native background in the classroom Camenson (2007).

#### **B. Classroom Communication**

Many factors influence preference for learning activities in the language classroom; for instance, learning and teaching styles, motivation, students' perception of usefulness or importance, classroom environment, personality, or language level. At times, teachers need to manage activities based on the possibilities available within their particular context. Nunan in Nahum Samperio (1999) suggested that choices in teaching should take students into consideration; however, it does not appear to be an easy task. Choosing activities that should, could, or need to be used in the classroom goes beyond a teaching style. In fact, some studies found that according to Brown (2003) Teaching and learning styles are the behaviors or actions that teachers and learners exhibit in the learning exchange. And according to Heimlich and Norland (2002), teaching behaviors reflect the beliefs and values that teachers hold about the learners role in the exchange in addition,

teaching behaviors reflect the beliefs and values that teachers hold about the learners role in the exchange.

How teachers implement techniques in teaching is a function of their beliefs and values regarding the methods and can be modified to fit within the unique belief system of the teachers. According to Heimlich and Norland (2002), the manner in which any method, whether lecture or game, discovery-based learning or discussion is used within a learning event is the choice of the teachers and should be a reflection of his or her philosophy. Thus, before teachers can attempt to develop more flexible teaching styles, they must be receptive to the idea of change, beginning with a change in their beliefs about the students role in the learning environment. Being student centered engages teachers in a humanistic approach to education in which they function as facilitators of learning Nuckles (2000). In studying a group of international students in a business administration program, Ladd and Ruby (1999) found that of primary interest to students was establishing warm personal relationships with their teachers.

Their preferred style of learning was to have direct contact with materials, topics, or situations being studied. Knowing this type of information can help teachers develop course structures that provide a better fit between instructional goals and students learning style preferences Stitt-Gohdes (2001). According to Pratt (2002) presented five perspectives on teaching and urges teachers to use these perspectives to identify, articulate,

and justify their teaching approaches rather than simply adopting one practice or another.

Transmission: Teachers focus on content and determine what students should learn and how they should learn it. Feedback is directed to students errors. Developmental: Teachers value students prior knowledge and direct student learning to the development of increasingly complex ways of reasoning and problem solving. Apprenticeship: Teachers provide students with authentic tasks in real work settings. Nurturing: Teachers focus on the interpersonal elements of student learning-listening, getting to know students, and responding to students emotional and intellectual needs. Social Reform: Teachers tend to relate ideas explicitly to the lives of the students.

## **C. Question in EFL Class**

### **1. The Meaning of Question**

In a conversation, a question is considered to be the beginning that influences future activities. Good questions invite people to open up and share their thoughts and feelings on various topics. Questions also have a large function in the context of discussion groups. Attract participants to talk more from their shells and focus on the problem at hand. Questions generally refer to sentences, phrases, or even just gestures that indicate that the speaker wants listeners to provide them with some information, to perform tasks or to fulfil requests. This means that the question is not just a

word but a gesture expressed to seek information. Seime Kebede (2000) stated that in classroom settings, questions are any statements that are intended to arouse a student's verbal response. From that definition, it can be stated that a question is a statement used to stimulate students' thinking to produce any word in return. In addition, according to Brown G (1975), questions are defined as statements that test or create knowledge in students. Based on the above definition, a question is used not only to stimulate students to speak but also to measure students' understanding and improve their knowledge.

Garry Poole (2003) stated that asking good questions in group settings is the fastest and easiest way to trigger stimulating discussions. According to Azerefegen (2008), questions are every sentence that has an interrogative form or function. This refers to the problem presented to students to provide answers, to say their desires, and the like. In classroom settings, questions are an important element of teaching that teachers can use as a tool to monitor student competence and understanding, as well as to spark discussion. In this case, it is very possible for the teacher to analyze students' understanding of the material during the teaching-learning process. Questions must be a tool to get information from students not only based on material but also based on their experience or knowledge. The teacher must ensure students stay focused on the lesson using interesting and easy to answer questions. giving questions to students

who give several reasons, better than giving them "yes or no" questions because it encourages students to be more expressive to share their opinions. Thus, teachers will know how familiar or interested they are in the material and need teacher feedback to promote progressive learning.

In language classes, questions can stimulate students to use language. Through interaction, asking questions and answering activities, students get the opportunity to have experience in communicating using language (Nurhayati, 2006). When teachers ask questions and students answer questions, they use the opportunity to develop their language competence. From the explanation above, questioning in the classroom is any sentences that are used by the teacher in EFL classroom in order to encourage students' responses and also to check the students understanding about material which has been studied. Briefly, questioning provides a large amount of benefit and function for EFL classroom interaction.

## **2. The Importance of Questions**

Everyone in this world will ask about something. They use questions to get information about unknown things, to investigate new ideas, facts, information, knowledge, and so on. That is why questions become an important tool to develop someone's knowledge. Moreover, in language classrooms, questions play a significant role in promoting students' critical thinking and language proficiency. They are employed to check student's comprehension to see if they have acquired the knowledge

imparted; to focus their attention and involvement in the lesson to control behaviour and encourage the student to use the target language for communication.

In everyday life, asking questions to one another to know something about an unknown thing is usually people do. Nuru (1992) said that questions and responses are the things that people usually do in sharing ideas and negotiating meanings. Nuru (1992) stated that they are essential tools to enhance education in general and language teaching. Classroom questioning is the main part of classroom teaching and is one of the teaching methods to achieve the aim of classroom teaching. The aim is to check how deep students understand about what they have been taught, to enhance students' participation and to promote students' creative thinking in classroom interaction. It is acknowledged that questioning is one kind of teaching active procedure. It is one teaching behavior way through teachers and students' interaction, checking to learn, promoting thought, consolidating knowledge, using knowledge and achieving teaching goals. It has been widely in teaching that teacher usually used questioning to exchange skills with the students till now. Freeman and Larsen (2000) also stated that true communication is purposeful. It means that the teacher can evaluate whether his/her purpose has been achieved or not based on the information he/she receives from the students. Freeman and Larsen (2000)

noted that the goal of giving questions for students is to make them learn how to communicate using the target language.

Richards and Lockharts (1994) have stated the importance of questions in teaching:

- a. They stimulate and maintain students interest
- b. They encourage students to think and focus on the content of lesson
- c. They enable teachers to check students understanding
- d. They enable a teacher to elicit particular structures or vocabulary items
- e. They encourage student participation in a lesson

According to Richards and Lockharts (1994), this acknowledged that questions are the main point in the teaching-learning process by which all communication between teacher and student takes place. A question in language classroom plays a significant role in promoting learners' language proficiency. They are employed to check student's comprehension to see how interest and understand they are in the material, to make students stay focus and pay attention to the lesson and encourage students to use the target language for communication. Students' activeness should be part of effective learning, particularly in language learning. Klipple (1984) said that the effectiveness of learning is if students are actively involved in the process.

### 3. Type of Questions

Effective questioning requires teachers' techniques in employing different types of questions in order to make interactive classroom and to enhance learners' proficiency in the target language. Teachers use different forms of questions based on the teachers' intention in conducting and eliciting the students' answers. Thus, there are many different ways to classify questions. The first classification of questions is proposed by Shomoossi. According to Shomoossi (2004), he classified question into two categories, display questions, and referential questions. Another classification is proposed by Jack C. Richards & Charles Lockhart (1994) they classify the questions into three categories in terms of the purpose of questions in classrooms: those are procedural, convergent, and divergent.

#### 1) Referential questions

★ Shomoossi (2004) defined referential questions are those questions for which the answer is not known by the teacher. Such questions may require interpretations and judgments from the students. It means that referential questions provide an opportunity for students to express their ideas without any restrictions and develop the output of the target language.

For example:

What did you do last night?

What do you usually use the internet for?

## 2) Display Questions

Shomoossi (2004) stated that display questions refer to those questions for which the teacher knows the answer beforehand; such questions are usually asked for comprehension checks, confirmation check, or clarification requests. It means that these kinds of questions request information that already known by the teacher as the questioner.

For example:

What is the meaning of the temple?

What is the color of this pen?

## 3) Procedural Questions

Richards and Lockhart (1994) defined that Procedural Questions have to do with classroom procedures, routines, and classroom management. Hassan Qashoa (2013) stated that they are used to ensure the smooth flow of the teaching process in classrooms. It means that procedural questions are designed to engage students in the content of the lesson to facilitate their comprehension and to promote classroom interaction, such as: while teachers are checking that assignments had been completed, whether the instructions for a task are clear, and whether the students are ready for a new task.

For example:

Have you finished your homework?

Do you understand what should you do?

Can you all read what I have written on the whiteboard?

Does anyone bring a dictionary to class?

#### 4) Convergent Questions

Richards and Lockhart define convergent questions as follows:

convergent questions encourage similar students' responses or responses which focus on a central theme. These responses are often short answers, such as "yes" or "no" or short statements. According to Hassan Qashoa (2013), Convergent questions require students to recall the previously taught material to answer the questions. It means that convergent questions do not usually require students to engage in high-level thinking in order to come up with a response but often focus on the recall of previously presented information

For example:

Do you know the mobile phone?

What is the meaning of mobile phone?

What do you mainly use it for?

#### 5) Divergent Questions

Richards and Lockhart (1994) defined that divergent questions encourage diverse long responses with higher-level thinking that require students to give their own answers and express themselves instead of just recalling previous lessons. It can be stated that divergent questions involve student responses which are not short answers and which

require students to engage in higher-level thinking. They encourage students to provide their own information rather than recall previously presented information. In general, divergent questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes. Therefore, divergent questions often require new, creative insights.

For example:

What are the advantages and disadvantages of mobile phones?

What are the impacts of mobile phones in your life?

What will happen if there is no mobile phone in this world?

From the several types of questions, teachers and students are the main actors in the teaching and learning activities in English as a Foreign Language Class and they are expected to have good communication among them. In addition, the most important thing is that a question given by the teachers will make the class more alive.

#### **4. Purpose of Questionings**

Many researchers have different views of purposes of questioning in the classroom. For example, Xiaoyan Ma (2008) said that questioning serves two purposes, those are to introduce students into a topic and to check or test the students' ability of understanding, or practical skills of language. Furthermore, Amdesselase (1999:97) suggested that questioning

serves a number of purposes. It is used to clarify and focus attention on important ideas, to promote new ways of looking at an issue, to encourage further inquiry, and to prepare oral evaluations and examinations. Additionally, William Willen (1991) argued that questions are used to stimulate students' participation, to conduct a review of materials previously read or studied, to stimulate discussion of a topic, issue, or problem, to involve students in creative thinking, to diagnose students' abilities, to assess student progress, to determine the extent to which objectives have been achieved, to arouse students' interest, to control students' behavior, to personalize subject matter, and to support students' contributions in class. In short, teachers ask questions in the classroom generally for these purposes:

1) To check students' understanding

They use questions to check whether students have understood the materials being explained. For example: when we present new vocabulary or structures, we can check that students have understood by using the new language in a question. Besides, when we present a text, we can use questions to check that students have understood its content.

2) To give students practice

They use questions in order to make them accustomed to apply the structure given. For example: if we want students to use a

certain structure, one way to do this is to ask a question that requires a particular answer.

3) To find out what students really think about

They can use questions to encourage students to share about their experiences. For example: before we want to explain something, we can ask questions to students on what they know or think about it. In order to carry out each purpose, questions must be set with the goal of instructions clearly in mind and presented in a way that has the greatest effect. Therefore, teachers' questions can vary as much as in their purpose as in their form.

## **5. Questioning and Stages of Instructional Process in the Classroom**

According to Fan Akpan (2014), questioning is versatile in classroom discourse. That is why it is used during all stages of the instructional process and can be used singly or in combination with any learning activity. The stages of the classroom can be divided into:

1) The beginning of the lesson

At the beginning of the lesson, teachers' question would provide a "mental road map" of what pupils have accomplished, where they are presently and where they are going. It can be inferred that teachers' question can help to

know the cognitive readiness of students to know whether to start the new lesson based on their knowledge of the students' cognitive ability. Thus, teachers usually ask questions at the beginning of the lesson to assess students' prior knowledge in order to recognize students' existing knowledge or learning to that point, so that teachers can use that basic knowledge to introduce students in the new topic, and to motivate students to be alert and ready for participating during the class.

2) During the lesson

Questions asked during the lesson enable students to see the relationship between what they already know and the current knowledge, thereby helping them understand the sequence and continuity of the subject-matter. The questions which teachers ask during the lesson can be as a management strategy. It helps in securing attention and control in the class. They engender confidence by encouraging the learners to participate in the lesson, especially the withdrawn and slow learners.

3) During the summary/evaluation stage

Questions asked during the summary/evaluation enable the teacher to determine the quality and quantity of knowledge have derived from the lesson. It means that questions help

teachers to know the level of students' achievement toward materials presented. It also helps the teachers assess their ability in teaching the lesson and the students' attitude towards the lesson content and their reaction to the methods and instructional strategies used by the teacher. Additionally, questions provide the necessary feedback on how far the curriculum content has been successfully implemented and what remains.

#### **D. Previous Research Findings**

There are some researchers who have conducted the research that related to this topic "teachers' questioning techniques in EFL classes". It derived from the education journal and thesis. The first research was done by *Yona Andana* in 2018 with her Thesis titled "The Type of Teacher's Questions in English Teaching-Learning Process at MAN Mojokerto", her research deals with teacher's types of questions and his/her reaction towards students' responses in a senior high school English classroom. So, this research aimed to examine teacher's types of questions that are commonly used in the classroom and teacher's reaction towards students' responses. This research used qualitative research methodology. The subjects of this research were the teachers and the students of an excellent class in 11th grade and 2 English language teachers in two primary schools in Brunei as the

participants. The researcher took 32 students including 12 male students and 20 female students. In this research, the instruments that were used by the researcher are observation checklist and interview guideline. The result of the research explained that convergent questions were commonly used by the teacher (60%) than procedural (13,3%) and divergent (26,7%) questions. The teacher was commonly used convergent questions for encouraging students to answer based on the material. Then, for teacher's reaction towards students' responses, when there is student answers the teacher's question correctly, the reactions that are commonly done by the teacher are rewarding and encouraging another student to give another answer. While for the teacher's reaction towards students' incorrect answer, the teacher usually gave students more time to think the answer and using the native language to make the students understand the questions clearly. This research is useful for both teacher and students in the English language classroom. Questioning and answering session can train students to speak English even though it is the only a short statement. It is also useful for the teacher to think of appropriate questions and think about the function of the questions, so, when teacher pose one question, it can be developed into some other questions that engage students to speak using the target language.

The second research was done by *Nur Anisah, Sri Wuli Fitriati, and Dwi Rukmini* in 2019 with their journal titled "Teachers' Questioning Strategies to Scaffold Students' Learning in Reading". In their research, they

used a descriptive qualitative approach. The objectives of this research are to analyze the type of teachers' questioning strategies to scaffold students' learning in reading and to analyze the students' responses to answer the teachers' questions, to analyze teachers' questioning strategies in order to explain how the questions scaffold students' learning in reading. In conducting research, the researcher used instruments. The instruments used are classrooms observation, teachers' interviews, and document analysis. The subjects of this research were 3 teachers and 62 students in 3 classes in 9 meetings. The study shows that the teachers used all variant of key tactic questions. The most frequent strategy is listening to reply and responding tactic. In the term of students' responses, the most response is the active response in pure English. In the case of teachers' questioning strategies to scaffold students' learning reading, structuring, pitching and putting clearly, and directing and distributing tactic frequently perform in before reading activities. During reading activities, the teachers perform all variant of a key tactic question to scaffold the students, except pacing tactic was never applied. In after reading activities, teachers mostly play sequencing tactic and pitching and putting clearly tactic to scaffold students' learning reading.

The third research comes from *Sujariati, Qashas Rahman, and Murni Mahmud*. They did the research titled "English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu" in 2016. The objectives of this research were to find out the teacher's questioning

strategies, the reasons of using the questioning strategies, and the effects of the questioning strategies on student's learning activities. In their research, they used a descriptive qualitative approach. The subjects of this research were the teachers of senior high school in Gowa (SMAN 1 Bontomarannu). Data collection of this research was conducted through recording, observation, and interview. The data gathered were analyzed through conversation analysis which were used in analyzing teacher's questioning strategies, the reasons and the effects on students learning activities in EFL classroom. The research findings showed that the teacher used questioning strategies by applying some type of questions and performing the type of questions in each session of teaching. The open/closed questions and display questions were the dominant, it depends on the material that the teacher transferred to the students. Otherwise, the recall and referential questions, it used only a few times by teacher. The teacher also was applying other strategies, it was repeated the questions, emphasis the question, translated into Bahasa Indonesia or mixed the questions, get closer to student, and gave reward to the students. The research finding showed the positive effects from the use of questioning strategies which were applied by the teachers in EFL Classroom. It was proved by many responses from the students. Moreover, it was proved by the observation that both the teacher and the students did a good interaction through questioning strategies.