

CHAPTER II

LITERATURE REVIEW

A. Questioning Strategies

There are some definition of question strategy by the experts. Guest (1985:2) in Sujariati (2016) states that "Questioning strategy is one of the important tools to extend students' learning which can help teachers develop their own strategies to enhance the students' work and thinking". It pursues that we are unable to ignore the importance of questioning strategies.

That is, the teacher can find out what students know and do not know by asking questions. In the process of teaching and learning, questions are very helpful for both teachers and students.

1. Benefit of Questioning Strategies

★ The questioning strategy is an effective stimulus that encourages thinking skills mastery of questioning skills is important for teachers to master. A good teacher is a teacher who is skilled at asking questions referring to the components of asking skills, asking further questions, and the principles of asking skills. According to Kemendikbud (2019) The impact of questioning skills are; 1) It has the potential to increase full student participation in the learning process. 2) Can help students improve their thinking skills because thinking is essentially asking. 3) Inspire students' curiosity and assist

them in determining answers. 4) Drawing students' attention to the issues being discussed.

2. Type of Questioning Strategies

There are multiple questioning strategies which can be employed to help students become more responsible for their learning and to engage students in the teaching and learning process. The goal of the teacher's questioning strategy is to make the learning environment more impactful, enthusiastic, and cooperative. Teachers should use the questioning strategy as a learning assessment strategy for students to determine how well they understand. To help students improve their command of the target language. A variety of questions can be used by teachers to improve the teaching and learning process. There are three types of questions, according to Richard and Lockhart (1994) in Ziarah (2020) :

1) Procedural Questions

Procedural questions, sometimes called 'How-questions', are questions whose induced response is typically a more or less large fragment of a procedure, i.e., a set of coherent instructions designed to reach a goal. Procedural questions are used by teachers about what is going on in a classroom. Procedural questions have to do with classroom preparation before going to learning material because procedural questions mostly did not focus on the material. The teacher uses procedural questions to check students' assignments and

instructions for a new task. In procedural questions the students can answer used short answer such as yes or no. Procedural questions for enhancing the students' comprehension and classroom interaction.

These examples of procedural questions:

- a. How are you doing?
- b. What material we do last week?
- c. Do you understand about this material?

2) Convergent Questions

Convergent questions typically start with "who," "what," "where," or "when." Convergent questions can encourage the students to respond to the question based on a main topic or material. In convergent questions, the students can answer the question based on the material that the teacher has explained. Convergent questions respond short answers, such as yes, no, or short statements. The convergent question does not engage the students to higher-level thinking but to engage the students to stay focused on the material that has been explained or presented by the teacher and focus on recalling previously information. These examples of

convergent questions :

- a. When the assignment is given ?
- b. What is the tittle of the book?
- c. Where is the head of the class?

3) Divergent Questions

Divergent questions can encourage students to come up with higher-level thinking. Divergent questions require students to respond based on their knowledge, experience, and information. The students can respond to questions with more extended responses and more complex sentences. Divergent questions require students to analyze something based on their knowledge and information rather than recalling previous information. Here are some examples of divergent questions:

- a. What do you think about this incident?
- b. What is your opinion about this news?
- c. What is the message of today's material?

Of the three types of question strategy above, this is the most commonly used type by teachers with students. Using these three types can be used throughout the ages with the condition that they must be able to place according to their needs and can attract students to think more critically.

B. English Class in Vocational High School

Apart from being required to have vocational skills, students at Vocational High School must also be able to master international languages which have been a priority for educational institutions. As stated by Radarsemarang (2022) Learning English in Vocational High Schools aims to prepare students to master basic English knowledge and

skills to help them achieve competence in expertise programs. This is intended to equip students to have communication skills that are tailored to their program of expertise, both speaking, listening, writing and reading.

In Indonesia, English begins to be taught since elementary schools. But what is often encountered, students tend to be passive in communicating in English even though they are already in the upper middle class. Of course, this will be detrimental to these vocational high school students because proficiency in English is one of the benchmarks for assessing a person's quality when applying for a job. The selling point of the job applicant will certainly be higher when the person can master active English.

However some competency skills in Vocational High School have different characteristics. This condition has the consequence that learning English in automotive skills competencies will be very different from electronics skills competencies. Here it will be seen that learning English in Vocational High Schools will truly be adaptive to the differences in competency skills that exist in Vocational High Schools.

Learning English can synergize with other subjects. So as to produce vocational graduates who are proficient in English with a qualified mastery of competence and are able to compete globally.

C. Previous Study

Some studies are related to the use of questioning strategies. For instance, Desi (2018) in her thesis entitled "An Analysis of Teacher's Questioning Strategies During the Classroom Interaction At SMK Muhammadiyah 3 Makasar". In this research, she described that the teacher applies more than one type of question. Such as open-closed questions, display questions, yes-no questions and referential questions are often implemented in all teaching sessions to remind students of their previous discussion.

On the other hand, Muhammad (2021) in his thesis : "An Analysis of Teacher's Questioning Strategies in EFL Classroom Interaction At Eight Grade Students of SMP Negeri 9 Tarakan" using more points of teacher interaction with students. He did it online by entering the school's online class.

★ Last but not least, this thesis from Sujariati (2016) entitled "English Teacher's Questioning Strategies in EFL Classroom at SMA Negeri 1 Bontomarannu". This study describes the use of questioning strategies in the classroom through using various types of questions and employing them in the majority of teaching sessions. It was discovered that teachers used more than one type of question. In all teaching sessions, open/closed and display questions were frequently used.

From all the previous studies above, there are some differences with this research. Those are place, subject, method, and research design.

During this time, this researcher concentrated on EFL teachers' questioning strategies in English class at Vocational High School.

D. Basic Assumption

According to the literature above, the researcher found that the pattern of the type of questions was not much different from the previous era. However, with the development of the era, the questions presented are much more varied. The researcher fully hopes that this research can be useful in the next era.

