

CHAPTER II

THEORETICAL REVIEW

A. Question

1. The Definition of Questions

Croom and Stair (2005) state that classroom questions are best used "as diagnostic tools to help indicate students' academic progress or to assess students' critical thinking". This view was upheld by Vogler (2005): "questions can monitor comprehension, help make connections to prior learning and stimulate cognitive growth". Nunan has pointed that "If we want to enrich our understanding of language learning and teaching, we need to spend time looking inclassroom"(Nunan, 1989:76). According to researchers of communicative teaching, "failed communication is a joint responsibility and not the fault of speaker or listeners. Similarly, successful communication is an accomplishment jointly achieved and acknowledged" (Jack C. Richards and Theodore S.Rodgers, 2000: 77); "It is the teachers responsibility to organize the classroom as a setting for communication and communicative activities"(Jack C. Richards and Theodore S.Rodgers,2000:78).

In recent years, a much greater role has been attributed to interactive features of classroom behaviors, such as "turn-taking, questioning and answering, negotiation of meaning, and feedback" (Chaudron, 1988:10). In second language classrooms, "learners often

do not have a great number of tools, teachers. questions provide necessary stepping stones to communication" (Brown, 1994a: 165).

2. The purposes of Questioning in English Classes

Questioning is a common technique used in English language teaching. The goal is to check if the students understand what they have been taught, and to improve students' involvement and to promote students' creative thinking in classroom interaction. (Xiaoyan Ma, 2008)

Questioning is one kind of teaching active procedure. It is one teaching behavior way through teachers and students' interaction, checking learning, promoting thought, consolidating knowledge, using knowledge, achieving teaching goals. (Xiaoyan Ma, 2008) Classroom questioning is the main part of classroom teaching, and is one of the teaching methods to get the aim of classroom teaching. Teachers want to get students' responses and the first step is to answer questions. Through consistent dialog and communication again, the teacher can get the answers they want and evaluate the students. Questioning, as a general way used by teachers in class, plays an important role in classroom teaching. Questions are used to evaluate students' knowledge and understanding of subject matter. Questions can help to review essential content in a subject. Questions can be used to control the social behavior of students.

3. The Role and Function of Question

Questions in the class have different functions. (Kauchak and Eggert, 1989) the functions can be basically grouped into three categories: diagnostic, instructional and motivational, but a single question can usually serve more than one function. As a diagnostic tool, classroom questions allow the teacher to glimpse into the minds of students to find out not only what they know or don't know but also how they think about a topic. The instructional function means that questions can be used as a technique to facilitate learners to learn the new knowledge in the learning process. As to motivational function, skillful use of questions can effectively involve students in the classroom discourse, encouraging and challenging them to think.

(Richards & Lockhart , 1994) there are several detailed reasons why questions are so commonly used in teaching and learning:

1. They stimulate and maintain students' interest.
2. They encourage students to think and focus on the content of the lesson. They enable a teacher to clarify what a student has said.
3. They enable a teacher to elicit a particular structure or vocabulary items.
4. They enable teachers to check students' understanding.
5. They encourage student participation in a lesson.

As teachers' questioning, there are many problems. First, many high school teachers are not fully aware of the effects of teachers'

questioning on classroom interaction. Second, they give little attention to the strategies of questioning in the classroom interaction. As a result, the teachers' questioning is only a superficial form of classroom activity, lacking in the practical value. (Kindvatter, 1998)

4. Types of question

There are different question forms in teaching-learning process. In one of the earliest taxonomies, Bloom(Brown, 2007, p. 172) categorizes questions into the following groups:

1. Knowledge: eliciting factual answer, testing recall and recognition information of material.
Common question : identify, describe, tell. Who ? what ? where? when ? Answer "yes or no"
2. Comprehension: the ability to understand the meaning (e.g. Explain how you got that answer.)
3. Application: the ability to use learned material such as rules, methods, concepts, principles, laws and theories in new and concrete situations. (e.g. Give me an example of a situation that you may have this experience.)
4. Inference: the ability to form conclusions that are not directly stated in instructional materials. (e.g. How do you feel about it?)
5. Analysis: the ability to breakdown material into its elements so that its organizational structure may be understood . (e.g. Why did that work in this case?)

6. Synthesis: the ability to collect different parts and put them together to create a new whole. Synthesis encourages learners to form something new and rely on innovative and creative thinking. (e.g. What would happen if you called him?)
7. Evaluation: the ability to assess the value of materials, the explanation to problems or the details about particular cultures (What do you think?)

(Barnes, 1976) for instance, distinguished four types of questions:

1. Factual questions (e.g. What?)
2. Reasoning questions (e.g. How?, Why?)
3. Open questions , which require no reasoning.
4. Social questions, that are questions that affect learner behavior through controlling or appealing.

(Barnes, 1976) also made a distinction between closed questions (i.e. questions that are structured with just one acceptable answer in mind) and open questions (i.e. questions that permit a number of different acceptable answers).

B. Classroom interaction

1. The Definition of Interaction

Classroom interaction will make the students interested in communicating at the classroom. According to Dagarin (2004)

Classroom interaction is an interaction between teacher and students in classroom Allwright (1986) has defined interaction as : “the fundamental fact of pedagogy” and that “ successful pedagogy involve the successful management of classroom interaction.

Hadfield (2008) said in her book that the word interaction involves more than just putting a message together , it involves also responding to other people. It means, responding to what other say, taking turn in a conversation, encourage people to speak, expressing interest, changing the topic, asking people to repeat or explain what they say and so on; in order to facilitate communication among them.Khan (2009) claims that classroom interaction contributes the students being active in learning process.

Based on the explanation above, classroom interaction is an interaction between teacher and students in the teaching and learning process where the teacher determine the interaction happen in the classroom.

2. The Role of Teacher in Classroom Interaction

Interaction is considered as an important factors for the learners in producing comprehensible output since it allows students to practice their language in the classroom. Interaction in the classroom gives the students opportunities to get feedback from the teacher . (Hedge, 2007)

Long (1996) argued that interaction plays a key role in developing second language since primary source of data for learners is taken during a meaningful interaction with a more competent speaker, this means that interaction is considered as the only source which provides learner with opportunity in order to control the input.

Most students will not engage in an interaction by themselves unless the teacher start first. Obviously, the role of the teacher is very crucial in motivating and creating interest in the topics. The basic of the communicative approach is the capacity of the teacher to adapt himself, to change roles. Hedge Tricia (2000: 26) identifies important roles the teacher :

- a. Controller : within a classroom interaction and especially learner- teacher interaction , the teacher is the responsible for the teaching and learning process. Harmer (2001) assert that teacher job here is to transmit knowledge from him self to his students.
- b. Assessor : the most expected act from the teacher is to show the learners that their accuracy is being developed ; Harmer (2001) says that this is done through giving correction or by praising them. The assesor teacher should pay attention also to the learners' reaction and how to deal with them.

- c. Corrector : the teacher has to decide when and where to correct students production.
- d. Organizer : it is important role according to harmer (2001) that the teacher acts in a classroom where many things must be set up such as organizing pair/group work, giving learner instruction about how well they interest, and finally stopping everithing when the time is over. Once the students are involved interaction, the teacher can stop interacting and let the learner speak and listen to each others too.

Another role of the teacher needs to adopt in a classroom interaction is the observer. Harmer (2001) point out that, the teacher here should disattract the students' attention so they can interact naturally and spontaneously. Moreover, he has to take a notes about his learners in their use of actual language.

3. Types of classroom interactions

Classroom interaction will occur if the teacher and student interact with each other. Dagarin (2004) states that there are the participants in classroom interaction, depending on who communicates with whom, as the follows :

- e. Teacher – whole class

Tang (2010) content that in most of EFL classroom context, the teacher always initiates this type of classroom

interaction by asking questions, and the students responds to the teachers' question. It means that in teacher whole class interaction, the teacher has to stimulate the students to talk by asking some question orally.

f. Teacher a group of students

Interaction between teacher and group of students is like helping other students who do not understand yet at the discussed materials, and controlling the interaction in order to prevent uncontrolled classroom situation.

g. Student- students

The interaction will give advantages for the students when they feel freedom to talk each other. It facilitates the student to exchange information and ideas about the materials that they get. The students who do not understand the material can ask other students to help them in understanding the material.

h. Student – teacher

This interaction will encourage the teacher giving information and feedback and the students asking a question about material that they do not understand yet.

Classroom Interaction can be categorized under these main headings such as:

a. Discussions

The classroom discussion is a model of teaching involves giving students the opportunity to participate in structured small and large group conversations. The teacher, however, must specify the purpose for the discussion, establish the rules for conversational engagement, facilitate, and monitor the progress of the conversation.

These are the steps of classroom discussion:

1. Get students ready to learn,
 2. Teacher identifies the objective/s for the discussion
 3. Teacher explains the ground rules for the discussion
 4. Teacher facilitates one of the whole class or small group discussion
 5. Teacher invites students to share their thoughts, and conclusions about the discussion content
- b. Debate is an excellent way to develop critical thinking skills. The research and presentation of a debate is clearly a team effort, and participation in activities like debate explicitly develops the skills needed to work in teams.
1. Divide the class into four groups
 2. Give each of the four groups one side of one of the topics to prepare

3. Give each member of the class some sticky notes to write on

c. Loud Reading

Reading aloud is a classroom activity in which one person is reading while others listen. Reading aloud may be performed by the teacher or student. Reading aloud may be performed by a single person or by a group taking turns. This form of highly structured classroom interaction allows all students to be focused at exactly the same point in a reading. This allows students to easily focus on vocabulary and pronunciation.

d. Story-telling

Students can briefly summarize a tale or story they heard from somebody before hand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In the way, not only will the teacher address students' speaking ability, but also get the attention of the class.

e. Conversation with learners

Classroom conversation is a form of classroom interaction in which students in the class discuss a given topic. The conversation may be held across the whole class or in smaller groups. Conversation is an important form of classroom interaction because it helps students develop their language skills. In a conversation, students may apply the skills and knowledge they have acquired in the class, making classroom conversation a practical form of interaction

f. Role Play

Role-playing is an activity in which students take on given or chosen roles and act out a scene with others. This form of interaction lends itself to almost any situation, and the only restriction is a student's imagination. Role-playing allows students to demonstrate their creativity and knowledge about their roles, and it allows students to think outside of the constraints of the classroom and consider how they might apply the learned material to the real world. This form of interaction can integrate different subjects into one activity.