

CHAPTER II

THEORETICAL REVIEW

A. The Definition of Ability

An ability is a power or potential or competence of someone in doing an activity. It can be congenital or the outcome of learning something. Someone is said to be capable if they can do what should be done. According to Dictionary.com, an ability is competence in an activity or occupation because of one's skill, training or other application. While, Chaplin in Kusumaningrum (2016) states that ability (capability, skill, aptitude, talent or competence) is power to do something. From those statements, we can conclude that ability is someone's competence in doing something because of one's skill or training.

An ability is also supported by the competence owned by someone. Every individual has different ability in doing something because they have different competences. Competence means the ability to do anything in specific term. Someone has a different level of competence in doing something. A person can complete an activity well and effectively, but the others may be not. It is related to the knowledge, skill or attitude of someone. Therefore, a person can be said able to do something if they can finish an activity well by including their competence in it.

An ability is not always about doing something physically. A person can also do something by including their thinking such as becoming a

speaker, solving math test, etc. Robbin in Kusumaningrum (2016) said there are two factors of ability; they are intellectual ability and physical ability. Intellectual ability is an ability that is needed to do several activities of thinking, reasoning and problem solving. While, physical ability is activities that require energy, stamina, skill or power. Every people have different ability, whether it is from their intellectual or physic or even both of them.

Intellectual ability is closely related to education term. We can know how good the intellectual ability of the students is by measuring their 4C's skills. One of the skills is called Creativity. Creativity is also an ability of someone. It needs ability for an individual to be more creative. They will use their competence in creating something. Bapna, Y., et al. (2017:5) said creativity is the ability to produce something new and useful, and solve problem creatively. So, creativity means an ability of someone in creating something new and useful.

The ability of the students to be creative can be seen in many ways. One of those ways is the students' ability in making question. An individual needs an intellectual ability to create questions because they have to include their thinking. They require producing something useful for example something that they want to know. They will own their sentences or questions to be asked. In making questions, they use their intellectual ability because they have to think critically and creatively.

B. The Definition of WH-Questions

A question is an interrogative statement asked to other people and needs an answer. A question is an expression of someone's curiosity of something that is described in the form of questions. It is used to find out certain information of someone or something. Sunyan Y., et al. (2008:3) states that a question is one of the ways for the students in stimulating the ideas. Therefore, a question is a way of someone delivers their ideas in the form of interrogative statement.

A question has many functions for the students which one of them is to communicate. Communication between the teacher and the students is very important in the teaching learning process. The students can deliver what they want to know through asking questions. By asking questions the students can express their ideas as well. Questions can also be used to inspire, extend students' thinking skill and develop enquiring minds. Therefore, a teacher can create a useful learning class in questioning session with the students.

Asking questions in communicating is important. However, it is becoming more important to make questions that are categorized as good questions. It means, the questions should have a meaning and be understood by the listeners/respondents. Vogt, E. E., at. al. (2003: 4) stated there are some characteristics of powerful questions. Some of them are questions can generate curiosity in the listener, stimulates reflective, stays with participants, touches a deep meaning and evoke more questions.

Questions can be divided into two broad categories. It depends on the content of the questions. According to TESS-India (2014:1) the categories of questions are lower-order question and higher-order question. A lower-order question is a question which involve the recall of facts and knowledge previously taught, often involving closed questions (yes or no answer). While, a higher-order question is a question which requires more thinking. A higher-order question are often more open-ended because it needs a long and detail answer.

If we only want to know whether a person did it or not, then we can ask them a lower-order question. It is a simple interrogative statement and do not need a detail information. While, if we want to ask about something specifically to a person then we have to use a higher-order question because the respondents will give the detail information about it. A-higher order questions can be said as a critical question because both of people who ask and answer the questions should use their thinking.

Questions can also be divided into several kinds. Frank (1972: 88) stated that there are three kinds of questions namely yes-no questions, tag questions and word or WH questions. A kind of question that can measure the person' creativity is WH-Question. It is used to find out the content information that is related to a person, things, facts, time, place, or reason by using 5W+1H. WH-Question is a question that asks for information by using a question word such as where, when, why, who, whom, what, which, whose and how (Azar, 2003:123).

C. The Importance of Making Questions

The students can encourage their thinking skill by making questions or we can call it as questioning. Hannel in Nappi (2016:30) states that questioning is an essential element of efficacious teaching. Questioning is generally used to find out what students know, so it is important in assessing their progress. While, Almeida (2011:635) states that students' question play an important role in meaningful learning and motivation, and can be very revealing about the quality of students' thinking and conceptual understanding, their alternatives framework and confusion about various concepts, their reasoning, and what they want to know. From those statements, we can say that it is important to encourage the student to create the questions in teaching learning process.

If we don't know how to make questions, we may face a problem in communication specifically in teaching and learning English subject. It cannot be denied that making questions is not easy at all especially for junior high school students. It needs a long time and repetition to learn about it. According to Streifer in Dos, Bulent, et al. (2016:2067) asking appropriate questions and developing questioning skills is a process that might take weeks (even months); thus, this process should be performed systematically. We can conclude that in learning how to make question or questioning for the students need a routine repetition.

WH-Question is often found in English subject topic. It is more important because in final assessment the students also face such questions

form. So they cannot underestimate this material. However, learn how to create a useful and correct questions are necessary even in daily teaching learning process. It can ease the students to communicate with the teacher. Then, it can also encourage the students to be more active in the learning process. Besides that, it can increase the students' critical thinking because they use their intelligence ability in it. If the students practice it particularly, then it will be habitual for the students.

Questioning is needed for both the teacher and the students in the learning classroom. Questioning is a form of interaction in the classroom. In a classroom interaction, there must be a communication between the teacher and the students to obtain the purposes in learning something. The students have to be able to express themselves in the teaching learning process. People will think a person's ability is good when she/he can express their ideas. Al-Zahrani, M. Y., and Al-Bargi, A. (2017: 138) stated that through questions, teachers encourage students' talk and facilitate verbal interaction in the classroom, whether the students' production is a single word, a sentence or longer utterance in conversational patterns. So, interaction between the teacher and the students in the classroom is a requirement to obtain the purpose of the learning process.

The one who has to create a situation in which the students feel free and comfortable in asking questions is the teacher (Nunan in Al-Zahrani, M. Y., and Al-Bargi, A., 2017: 136). Teacher actually can use a variety of strategies to develop classroom interaction in English subject class. The

teacher role is to encourage the students in the classroom to be active in expressing their ideas. The teacher can create a classroom interaction by using questions. The teacher asks questions and the students answer it. Then, the students also ask question and the teacher answer their questions. It is done repeatedly. When in a classroom occur question and answer session between the teacher and the students, so there will be a good communication between them.

D. Type of WH-Questions

WH-Question is used to ask questions to the others. It is usually used for asking the detail information of someone or something. There are some question word that can be used such as What, Where, When, Who, Why and How. Every questions word has the different use. The use of each questions word is described (Thomson, 1986:71):

1. What

- a. What is a general interrogative used for things
 - What bird is that?
 - What did he say?
- b. What as object
 - What paper do you read?
 - What did they eat?
- c. What as subject
 - What kind of tree is that?
 - What caused the explosion?

d. What + be . . . like? is a request for a description and can be used for things or people

- What was the exam like?
- What was the weather like?

e. What is he? means ‘What is his profession?’

- What is your father?
- What children are you?

f. What in questions about measurements

- What age are you?
- What size do you take in shoes?

2. Where

Where means ‘in what place’. Where is used to ask questions referring to a place or location.

- Where is the library?
- Where do you live?
- Where does she come from?

3. When

When means ‘at what time’. When is used to ask questions referring to time or an occasion.

- When do you get up?
- When did you finish it?
- When are you studying English for the test?

4. Who

a. Who as subject. Who when used as subjects are normally followed by an affirmative, not an interrogative verb.

- Who took my gun?
- Who are those boys?

b. Who as object

- Who did you see?
- Who do think I am?

5. Why

Why means 'for what reason'. Why is a question word that is used to obtain an explanation or a reason.

- Why was he late?
- Why do you do?

6. How

How is used to describe the manner that something is done.

- How did you come?

How can also be used:

a. With much and many

- How much money do you want?
- How many pictures did you buy?

b. With adverbs

- How fast does the drive?
- How often do you go abroad?