

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this study, there are many theories that have to be reviewed in order to know the related literature, define the problem, and obtain the define idea. Those are about (1) teaching English as a foreign language, (2) definition of question, (3) types of questions, (4) importance of question, (5) purpose of questioning, (6) definition of teacher's questioning behaviour, (7) review of previous study.

2.1 Teaching English as a Foreign Language (TEFL)

TEFL is acronym stands for Teaching English as a Foreign Language. When people say "TEFL", they are generally referring to a world of teaching, where the students are not native speakers of English, and where the teachers may or may not be native speakers of English. TEFL exists in practically every country worldwide because the demand for learning English has never been higher. TEFL exists in countries where English is not the first language, for example Brazil, China, France, Indonesia, etc, as well as countries where English is the first language, for example Australia, Canada, United Kingdom (Anonymous, 2012).

TEFL refers to the teaching of English, it is not about learning. It concentrates more on teachers or those wishing to teach rather than on learners. The range of situations where people are teaching English as a foreign language is very broad. Easily, the greatest a number of TEFL teachers worldwide are indigenous teachers working in local primary and secondary schools.

Teaching English as a foreign language is taught in schools but does not play an essential role in national or social life (Broughton, et.al, 2003). We can take an example just like in Indonesia, the average citizen does not need English to live their daily life or even for social advancement. Therefore, the learners of English tend to have an instrumental motivation for learning the foreign language.

2.2 Definition of Question

According to Seime (2002) a question in the classroom is any statement intended to evoke a verbal response. Similarity with Kifle (2008) that a question as a statement for which a reply is expected. In relation to the above definitions, Nordquist defines that question is a type of sentence expressed in a form that requires (or appears to require) an answer. Also known as an interrogative sentence, a question is generally distinguished from a sentence that makes statement, delivers a command, or expressed an exclamation. He also adds that in terms of syntax, the character of question is an inversion between the subject and the first verb in the verb phrase. There is also interrogative pronoun in the beginning or tag question in the end.

According to Cotton (2012) question is any sentence which has interrogative form or function. While Aizikovitsh et.al. (2013) describe that question as an inquiry expression which encourages or ask for response or rejoinder. From these definitions, we can generalize that the word question refers to any idea that requires a response from the listener or audience. Above all, in classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students content elements to be learned and directions for what they are to do and how these elements to be learned and directions for they are to do and how they are to do it.

2.3 Types of Questions

Farahian, et.al (2012) said that basically teacher's questions have been categorized into: 1) open and closed questions, 2) display and referential questions, and 3) yes/no questions. Dalton-Puffer (2007) compares the terms referential and display questions and explains that referential questions are frequently seen as more natural and are expected to generate student answer that are somehow qualitatively better, more authentic, more involved, longer, and more complex than answers. He also further adds that answers to display questions (contrary to referential questions) are seen as notoriously restricted,

quite often consisting of one word. Therefore, it seems that yes/no questions are helpful for beginners who are not competent enough to produce language as well as for those who emotionally do not feel ready to talk.

The majority of the questions that teachers ask in these exchanges are display questions, or questions which are intended either to prompt the learners to display comprehension and/or command of accurate English (Thornbury,1996). In addition, they seem to be favoured by most teachers; however, as Cullen (1998) argues, these types of questions if excessively used, do not have any communicative value. In second language teaching classrooms, asking display questions deprives the learners from the opportunities. As a result, students do not have any role in the production process. Instead, it is most likely that they repeat the information that is already available.

Gebhard (1996), said that “knowledge about questioning behaviours can benefit teachers who want to provide chances for students to interact in English in meaningful ways”. He divided the questions into 5 types, that are: 1) display question, 2) referential question, 3) comprehension question, 4) confirmation question, and 5) clarification check.

Based on explanation above, question can be classified into many types, but in this study the focus will be on the following five based on Gebhard (1996). The researcher chooses Gebhard’s theory because it is easy to implement in the class and make the students easy to interact in English too because the types of questions are simply understood by them. The researcher describes each type of questions below:

2.3.1 Display Question

Display question is a question in which the teacher already knows the answer and wants the student to display knowledge. For example the question will be like, what colour is your shirt?

In this level, the students are expected to answer kind of question by remembering the information, recalling or recognizing the idea, material or phenomena. Moreover, based on Sadker, et.al (2011) classified the knowledge objective from specific or concrete information to the abstract one.

2.3.2 Referential Question

Referential question is a question in which the teacher does not know the answer, these questions require interpretation and judgment on the part of the answerer. For example the question will be like, what is your favourite colour?

Dalton-Puffer (2007) explains that referential questions are frequently seen as more 'natural' and are expected to generate student answers that are somehow qualitatively better, more authentic, more involved, longer, and more complex than answers.

2.3.3 Comprehension Question

Comprehension question is a question to find out if a student understands or not. For example the question will be like, what is the main idea that this chart presents?

In this level, the students need to be able to grasp the essential information in the communication and also convey the information by using their own words. Commonly, comprehension question asks the students to interpret what information contains in chart, table, graph and cartoon (Sadker, et.al, 2011).

2.3.4 Confirmation Question

Confirmation question is a question to verify what was said, example: you said you got up at 6:00 a.m?

In this question level, the students need to confirm the information. It means that the students use the information that previously learned to solve the problem in the new case (Sadker, et.al, 2011).

2.3.5 Clarification Check

Clarification check is a question to further define or clarify, for example: after studying about mayor developments in South Africa and China, what can you now conclude about the various causes of revolutionary change?

To answer this type of question, the students need to be able to use their higher critical thinking. They need to breakdown the information, identify the relation of parts of the information and also make a conclusion.

2.4 Importance of Question

Questions are vital to acquire knowledge, people usually ask questions to one another to know something about unknown things. They are instruments to scrutinize new ideas, facts, in formation, knowledge and experiences.

Based on Azerefegn (2008), the following as justifications for the importance questions in teaching, they are:

- a. Stimulate and maintain students interest
- b. Encourage students to think and focus on the content of the lesson
- c. Enable teachers to check students understanding
- d. Enable a teacher to elicit particular structures or vocabulary items
- e. Encourage students participation in a lesson

Teachers ask questions in classroom for various reason and Azerefegn (2008) explain that these reasons in the following way:

- a. To check that students understand: When we present new vocabulary or structures, we can check that students have understood by using the new language in a question. When we present a text, we can use question to check that students have understood it.
- b. To give students practice: If we want students to use a certain structure, one way to do this is to ask a question that requires a particular answer.

- c. To find out what students really think or know: We can use questions to encourage students to talk about them and their experiences.

2.5 Purpose of Questioning

Research indicates that questioning is one of the most familiar techniques used by teachers in their classrooms (Lewis, 1990). Different researchers provide various reasons why this is so. For example, Elli (1992) proposes two reasons why teachers ask questions in their classrooms. First, questions require responses and therefore they serve as a means of obliging learners to contribute to the interactions. Learners' responses also provide the teacher with feedback which can be used to adjust content and expressions in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interactions through which a lesson is enacted. It has been found that questions can also be used to motivate students, to revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, check understanding, and control behaviour (Youngg, 1992; Richards and Lockhart, 1994).

Brown and Wragg (1993) list several functions of questions, such as to arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept, to develop an active approach to learning, and to stimulate pupils to ask questions of themselves and others. However, with reference to language teaching, Nunan and Lamb (1996) state that teachers ask questions mainly to check learners' understanding, to elicit information, and to control their classrooms. Peacock (1990, cited in Azerefegn 2008) says that, more often than not teachers appear to ask questions either to find out what pupils do or do not know and understand, or to remind them about work completed in a previous lesson, or perhaps to challenge, stimulate, and develop their thinking. Morgan and Saxton (1991, cited in Brualdi 1998) add that teachers ask questions for several reasons. They ask questions to keep their learners involved during lessons, to express their ideas and thoughts, to enable learners to hear different explanations

of the material, and to help teachers evaluate their learners' learning and revise their lessons when necessary.

However, Nunan and Lamb (1996) warn researchers that questions do not necessarily serve one function. Nunan and Lamb point out that a question to elicit information may be directed (for purposes of control) to a student whose attention is wandering, and only an extended context would show whether a question was designed to elicit information or check understanding. What is more crucial though is that the type of question asked might determine the nature of information the teacher would like to elicit from students.

2.6 Teacher's Questioning Behaviour

The skills of questioning are as old as the instruction itself. They are the basis of the method of the teaching developed by Socrates in the fifth century B.C. Despite this long history of the use of questions, it is surprisingly difficult to define precisely what a question is. As Hasan and Ho (2005, 2006) asserts that teacher questions as a kind of input provided by a teacher form an integral part of classroom interaction. It means that by teachers' questions, the students can have opportunity to give their opinion and their thinking so the students can more active in the class and there is interaction in the class between teacher and student.

As Nunan and Lamb (1998) suggest that teachers use questions to elicit information, to check understanding, and also to control behaviour. In most classrooms, questioning remains is the common strategy for eliciting responses from students during the whole class teaching. Chaudron (1988) mentions that teachers' questions constitute a primary means of engaging learners' attention, promoting verbal responses, and evaluating learners' progress. In other words, it means that teacher questions play an important role in managing classroom routines.

Atanda and Jaiyeoba (2011) postulate that of all the factors that could be responsible for the poor performance of the students in English Language, teachers' competence ability is the most prominent. It is a general belief, as noted

by Ahmad (2008), that success in teaching in the classroom lies in the teachers' hands because they are responsible for stimulating students' interest and in directing the mood flow of the class. This means that teachers' effectiveness is highly related to students' performance. The success of any teaching and learning process depends on how effective and efficient the teachers are.

At this juncture, it is noted that success of the students in any examination also depends largely on qualified and dedicated teachers who are ready to ask good questions that will facilitate learning and organize instruction in such a way that it meets the need of the different students in the classroom. Teaching and learning processes deal with dissemination of ideas, skills, knowledge, values and attitude from the teachers to the students which must be properly organized. The teachers' ability to communicate effectively determines how much the students acquire from the teachers' which invariably influences their achievement each time they are tested in such aspects. One can observe from this, that to be able to teach effectively, a teacher must be able to communicate their ideas efficiently and to achieve this, the message must be clear and precise. They must be able to organize instruction in such a way that it meets students need in a multi-dimensional state and be able to use teaching skills, such as questioning, properly to adjudicate accurate pedagogy in the classroom.

This is what Fakeye (2007) refers to as teachers' questioning behaviour. Questioning behaviour has to do with the nature and manner a teacher asks questions in the course of lesson, and this is considered as an important factor in improving students' academic achievement in English language. Fakeye (2007) argues that an important aspect of classroom interaction in EFL classroom is teachers' questions which play significant roles in EFL instruction. Ayede (2012) asserts that questioning as a teaching strategy has consequent potential for influencing students' learning. Questioning is a core function of both learning and teaching. Questions can stimulate students to think at higher cognitive levels.

Akandi (2009) suggested a variety of purposes for classroom questioning that include:

- a. Developing interest and motivate students to become actively involved in lessons
- b. Evaluating students' preparation and check on homework or classwork completion
- c. Developing critical thinking skills and inquiring attitudes
- d. Reviewing and summarizing previous lessons
- e. Nurturing insights by exposing new relationships
- f. Assessing achievement of instructional goals and objectives
- g. Stimulating students to pursue knowledge on their own

Questioning is one of the most popular attributes of teaching. For thousands of years, teachers have known that it is possible to transfer factual knowledge and conceptual understanding through the process of asking questions. Unfortunately, although the act of asking questions has the potential to greatly facilitate the learning process. It also has the capacity to turn a child off to learning if done incorrectly (Akandi, 2009).

Questions asked by the teacher in the course of teaching can contribute to the collective understanding of the class. The content of the questions and the manner in which teachers ask them determines whether or not they are effective. Some mistakes that teachers make during the question and answer process include asking vague questions (for example: what do you think of the story that we just read?). When questions such as the one mentioned is asked, students will usually not know how to respond and may answer the questions incorrectly. Thus, their feelings of failure may cause them to be more hesitant to participate in class, evoke some negative attitudes toward learning, and hinder the creation of a supportive classroom environment (Akandi, 2009).

2.7 Review of Previous Study

The first study is done by Chi Cheung Ruby in 2010 with the title “Teacher’s Questions in Second Language Classrooms”. A case study approach was used in which the lessons of three non-native speaker ESL pre-service teachers were studied with the purpose to investigate the types of questions asked in the whole class teaching portion of their lessons. The implications of this study are that pre-service teachers should be provided with more training in developing their questioning techniques. They also can facilitate second language development and bring about more dialogic forms of whole class teaching, students could be asked to expand their thinking, justify or clarify their opinions in the follow-up moves. The findings of this study show that in all the three lessons, yes/no questions, and closed and display questions were frequently asked by the teachers, while open and referential were rarely or even never asked.

The second research is done by Kifle Azerefn in 2008 with the title “A Study on the Types of Teacher Questions and Questioning Strategies”. The objective of this study was to probe the types of teachers’ questions and questioning strategies applied in EFL classrooms. The findings of the study suggest that 77,1 % were knowledge questions and 22,90% were comprehension questions that required recalling and short answer. This study also indicates that questioning strategies that are thought to be effective for learning English in the classroom were not effectively used while the lessons were observed. Thus, it is recommended that special attention should be given to development and implementation of this strategy.

The third research is done by Zaher Al-Ismaily in 2008 with the title “Teachers Questions in The English Language Classroom”. The researcher focus is on the questions which are asked by Grade Four teachers of English in Basic Education Schools in Oman. His purpose is to compare his findings to those of studies already conducted in Oman on teachers’ questions and also to extend these by examining teachers’ perspectives on the questions they ask. The findings of the

study is closed display questions are much more common than open referential questions. The teachers, at the same time, felt that open referential questions are more valuable. This study also extends research on teacher questions in Oman by going beyond an analysis of the questions themselves and showing the value of teachers' views on questioning.

There are similarity and differences between the previous studies above and this research. The similarity is on the same subject in terms of teacher's questioning in the EFL classroom. The differences are on the objective of the research. The objective of the first previous study is to investigate the types of questions asked in the whole class teaching portion of teacher's lessons. For the second previous study, the objective is to probe the types of teachers questions and questioning strategies applied in EFL classrooms. The objective of third previous study is to compare the findings to those of studies already conducted in Oman on teachers' questions and also to extend these by examining teachers' perspectives on the questions they ask. While the objectives in this study are to examine teacher's questioning types on its implementation and to investigate teacher's questioning behaviour to students' responses in the classroom.