

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Foundation

1. Questions

a. The Meaning of Question

Question generally refers to a sentence, a phrase, or even just a gesture that shows that the speaker wants the listener to supply them with some information, to perform a task or to satisfy the request.¹ It means that question is not only word but also gesture which is phrased to seek information. In classroom setting, a question is any statement which is intended to evoke students' verbal response.² From that definition, it can be stated that a question is a statement which is used to stimulate students' thought for producing any word as a reply. Additionally, question is defined as any statement which tests or creates knowledge in the students.³ Based on the definitions above, a question is used not only to stimulate students to speak but also to measure students' comprehension and increase their knowledge.

¹ Wikipedia Team, "Question" *The Free Encyclopedia*. (<http://wikipedia.org/wiki/Question>, accessed on June 11, 2014)

² Seime Kebede, "An Exploration of the Relationship among Type of teachers Questions, Student Proficiency and wait –time", *The Ethiopian Journal of Education*, Vol. XXII, 2002, 10.

³ Brown G, *Micro – teaching: A Programmer of Teaching Skill* (Bristol: J.W, Arrow Simth Ltd, 1975), 103.

From those definitions, we can generalize that the meaning of question is instructional cues or stimuli that convey students to seek information on what they have already known and learned and directions for what they are to do and how they are to do it.

b. The Importance of Questions

In everyday life, almost every people ever asked questions. 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 behavior and encourage the student to use the target language for communication.⁴

Questions are the bridge where communication between teacher and students take places in the teaching and learning process. Through questioning, students are given opportunities to talk for sharing their ideas so that teachers would be able to obtain feedback on students' problems in understanding the lesson. Moreover, it might facilitate

⁴ Kifle Azerefeegn, Thesis: "*A Study on the Types of Teacher Questions and Questioning Strategies*" (Ethiopia: Addis Ababa University Institute Of Language Studies, 2008), 13.

interaction and production of the target language. As a result, teachers can motivate, initiate and engage students in various language activities.

c. Types and Classification of Questions

Effective questioning requires teachers' strategies 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 Shomossi. He classifies question into two categories, display questions and referential questions.⁵ Another classification is proposed by Jack C. Richards & Charles Lockhart. They classify the questions into three categories in terms of the purpose of questions in classrooms: those are procedural, convergent, and divergent.⁶

1) Referential questions

Shomoossi defines “referential questions are those questions for which the answer is not known by teacher. Such questions may require interpretations and judgments from the students.”⁷ It means that referential questions provide opportunity to students to express

⁵ Nematullah Shomossi, “The Effect of Teachers’ Questioning Behavior on EFL Classroom Interaction: A Classroom Research Study”, *The Reading Matrix*, Vol. 4, No. 2, September 2004, 97-98.

⁶ J. Richards and C. Lockhart, *Reflective Teaching in Second Language Classrooms* (Cambridge: Cambridge University Press, 1994), 186.

⁷ Nematullah Shomossi, “The Effect... 97-98

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 internet for?

2) Display Questions

Shomoossi states “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.”⁸ 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 temple?

What is the colour of this pen?

3) Procedural Questions

Richards and Lockhart defines “Procedural Questions have to do with classroom procedures, routines, and classroom management. They are used to ensure the smooth flow of the

⁸ Nematullah Shomossi, “The Effect of Teachers’ Questioning Behavior on EFL Classroom Interaction: A Classroom Research Study”, *The Reading Matrix*, Vol. 4, No. 2, September 2004, 97-98.

teaching process in classrooms.”⁹ 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 defines convergent questions as follow:

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. They require students to recall the previously taught material to answer the questions.¹⁰

It means that convergent questions do not usually require students to engage in high-level thinking in order to come up with a

⁹ Sulaiman Hassan Qashoa, “Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction”, *The International Journal of Social Sciences*, Vol. 7, No. 1, January 2013, 53-54.

¹⁰ Sulaiman Hassan Qashoa, “Effects of... 54

response but often focus on the recall of previously presented information

For example:

Do you know mobile phone?

What is the meaning of mobile phone?

What do you mainly use it for?

5) Divergent Questions

Richards and Lockhart defines “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.”¹¹ 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?

¹¹ Sulaiman Hassan Qashoa, “Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction”, *The International Journal of Social Sciences*, Vol. 7, No. 1, January 2013, 54.

What are the impacts of mobile phones in your life?

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

2. Questioning

a. Purposes of Questioning

Many researchers have different views of purposes of questioning in the classroom. For example, Xiaoyan Ma says 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.¹² Furthermore, Amdesselase suggests 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.¹³

Additionally, William Willen argues 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

¹² Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes", *International Education Studies*, Vol. 1, No. 4, November 2008, 94.

¹³ Amdeselasse Gebregiourgis, "Procedural Principles of Questing", *Educational Journal*, Vol. 4, 1999, 97.

students' behavior, to personalize subject matter, and to support students' contributions in class.¹⁴

In short, teachers ask questions in 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 or know

They can use questions to encourage students to share about their experiences. For example: before we want to explain

¹⁴ William W. Wilen, *Questioning Skills for Teachers* (Washington DC: National Education Association, 1991), 10-11

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 goal of instructions clearly in mind, and presented in a way that has greatest effect. Therefore, teachers' questions can vary as much as in their purpose as in their form.

b. Questioning and Stages of Instructional Process in the Classroom

Questioning is versatile in the classroom discourse.¹⁵ That is why it is used during all stages of instructional process and can be used singly or in combination with any learning activity. The stages of 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.¹⁶ 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

¹⁵ Fan Akpan Fan, et.al., "Classroom Questioning as an Invaluable Teaching Strategy in Social Studies", *Global Advance Research Journal of Educational Research and Review*, Vol. 3 (1), February 2014, 7.

¹⁶ Fan Akpan Fan, et.al., "Classroom Questioning... 8

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.¹⁷ It means that questions help teachers to know the level of students' achievement toward materials presented. It also help the teachers assess their ability in teaching

¹⁷ Fan Akpan Fan, et.al., "Classroom Questioning as An Invaluable Teaching Strategy in Social Studies", *Global Advance Research Journal of Educational Research and Review*, Vol. 3, No. 1, February 2014, 8.

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.

3. Teachers' Questioning Skill

Xiaoyan Ma stated that the validity of questioning relies on the skills of questioning.¹⁸ He proposed four components of questioning skills, those are preparing, asking question, controlling answer, and giving feedback.

a. Skills of Preparing Questions

Teachers ought to prepare questions before teaching in order to be able to ask effective questions. Even some teachers can ask questions extemporaneously, sometimes the arrangement of those questions lack logic, or there are problems in language organization.¹⁹ It can be inferred that when questions are directly phrased without planning, most of them are loosely worded and ungrammatical correct. Besides, extemporaneously questions that are asked without any specific goal or aim in mind tend to be ineffective and likely to confuse the students.²⁰

It means that when the teacher asks question without having a purpose,

¹⁸ Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes", *International Education Studies*, Vol. 1, No. 4, November 2008, 94.

¹⁹ Xiaoyan Ma, "The Skills... 94

²⁰ Seda Ozcan, Thesis: "*The Effects of Asking Referential Questions on The Participation and Oral Production of Lower Level Language Learners in Reading Classes*" (Izmir: Izmir University, 2010), 14.

the questions will out of context and those will confuse the students. Thus, teachers should prepare questions before class or during designing a lesson plan.

The indicators for skill of preparing questions consist of:

1) Deciding on the purpose for questioning

a) Preparing questions to lead students into the topic

Teachers should prepare questions to lead students into the topic. It is used to arouse the learning interest and curiosity of the students to participate in the classroom activities.

b) Preparing questions to check students' understanding

Teachers should prepare questions to check or test students' understanding to know how much and how well the students have grasped the materials. Yet, the teachers should know beforehand the basic abilities of the students to make their teaching more effective.

2) Selecting content for questioning

a) Preparing key questions

Teachers should prepare key questions, at least one for each objective.²¹ It means that teachers should prepare minimally one question for one objective of the lesson. This

²¹ William W. Wilen, *Questioning Skills for Teachers* (Washington DC: National Education Association, 1991), 10.

practice will lead students to see the content that teachers view as important.

b) Preparing clear worded questions

Teachers should prepare clear worded questions to give students clear indication for responses.²² It means that teachers should arrange the question clearly in order the students understand what their teacher's expected answer. If the questions are unclear, ambiguous, and imprecise, those can confuse students and they are less likely to be able to engage and be involved in the learning.²³ Ambiguous questions lead students' confusion so they prefer to not answer and to be silent. Thus, a teacher needs to be aware of making errors in conceptualizing and formulating question. For example: they may not ask students to name an example when what they really want is an explanation.

3) Phrasing the Questions

a) Preparing question with understandable vocabulary

Questions should be clear and the students should easily

²² Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes", *International Education Studies*, Vol. 1, No. 4, November 2008, 95.

²³ Lila Mauigoa. "Enhancing Teacher' Questioning Skills to Improve Children's Learning and Thinking in Pacific Island Early Childhood Centres", *New Zealand Journal of Teachers' Work*, Vol. 3, Issue 1, 2006, 19.

be able to understand what response that they should give.²⁴ Teachers may not confuse the students and they should ask questions with understandable vocabulary. If students are unfamiliar with the terms that the teacher use, they will get confuse and they will give back what the teacher is looking for. They should use familiar terminology when phrasing questions and be sure the questions ask are clear in their own mind, and think through what they want from the students before they ask the questions.

b) Preparing questions as instructional cues

Teachers should prepare questions as instructional cues that provide directions toward the content to be learned in the classroom.²⁵ It means that teachers can use question to help students know what they are to do and how they are to do it. It can stimulate the pursuit of knowledge and encourage passive students to get involved in the lesson because they do not only follow what their teacher instructs to them but also they are obligated to understand how to do it.

²⁴ Xiaoyan Ma, “The Skills of Teacher’s Questioning in English Classes”, *International Education Studies*, Vol. 1, No. 4, November 2008, 95

²⁵ Xiaoyan Ma, “The Skills... 95

4) Anticipating problems

a) Predicting students' possible answer

Teachers should predict the students' possible answers.

This will help teachers to correct or to elicit students' answer.

b) Preparing for the situation when the students cannot or refuse to answer

Teacher should prepare for the situation when the students cannot give the answer. This is better than redirect the question to another student. The students who cannot answer will think that the teacher is taken seriously on them. Besides, Teacher should prepare for the situation when the students refuse to answer. Students' refusal in answering question does not mean that they do not know the answer. Thus, teachers should prepare strategies in order to make them willing to answer.

b. Skills of Designing Questions

Questioning designing refers to choosing proper technique in asking questions and selecting appropriate questions.²⁶ It means that teachers need to select appropriate technique in asking question and select the types of question based on the purpose of questioning.

²⁶ Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes", *International Education Studies*, Vol. 1, No. 4, November 2008, 95.

Danielson stated that unskilled teachers focus on short answers, low level questions which just check for students' knowledge.²⁷ Thus, the indicators for skill of designing questions are:

1) Structuring

Structuring is providing signpost for the sequence of questions to build on students' previous knowledge and experience.²⁸ It means that structuring is a clue given to activate students' thinking and to direct students to the kinds of answers that the teacher expects.

According to Lestari, this technique refers to:

- a) Teacher's exposition of relevant information before a question or series of questions to direct students formulate appropriate answers.
- b) Teacher's comments during a question-and-answer sequence which summarize or extend students' answers to facilitate students' involvement in the next question or series of questions.²⁹

²⁷Mkandawire Chidongo, Dissertation: "*Teachers' Questioning Techniques in Mathematics at Grade 11 Level: The Case of Four Selected Secondary Schools in Petauke District*" (Lusaka: The University Of Zambia, 2013), 19.

²⁸ E. C. Wragg – G. Brown. *Questioning in the Secondary School* (London: Taylor & Francis e-Library, 2003), 29.

²⁹ Agustin Dwi Lestari, Thesis: "*The Teacher's Technique of Basic Questionings in English Classroom Activity*" (Semarang: Semarang State University, 2009), 40.

Structuring is an essential tactic for effective questioning if it is well-defined initial focus. Thus, teachers should be able to provide signposting which is focused on what they expect students to answer in order it can direct students to formulate appropriate answers.

2) Simplifying

Simplifying means the teacher breaks the question into simpler, step by step elicitation, without providing clues or prompts.³⁰ It can be inferred that when teachers simplify questions, the language of the questions should have a sharp focus.

3) Asking thought-provoking questions

Thought-provoking questions are defined as questions which require interpretations and judgments from the students.³¹ Such questions are classified into academic opinion/referential questions/divergent questions. Those produce more classroom interaction because all students are engaged to give their own opinion rather than to recall previous knowledge being learned. This will lead students to feel free to express their critical thinking.

c. Skills of Controlling for Questioning

As well as knowing what questions to ask, teachers also need to

³⁰ Agustin Dwi Lestari, Thesis: “*The Teacher’s Technique of Basic Questionings in English Classroom Activity*” (Semarang: Semarang State University, 2009), 41.

³¹ Xiaoyan Ma, “The Skills of Teacher’s Questioning in English Classes”, *International Education Studies*, Vol. 1, No. 4, November 2008, 95.

know how to organize question, what strategies to employ, and answer for language teachers to encourage students to answer questions in group or individually. The following are some indicators of controlling questions:

1) Nominating

The recommended strategy in nominating questions to students is to ask the question first and then call a student's name, because more students will think about the question.³² If teachers nominate students before they give the questions, there will be only the nominated students thinking the answer, while the other students are not involved. Besides, teachers usually do not nominate students. Hence, they just phrase the questions. Those undirected questions often lead to chorus answers and lack of control.

2) Distributing

Distributing questions among all students rather than restricting them to selected few is generally considered desirable. Most of the time teachers' questions have been directed to high achieving or to the more able students.³³ It means that teachers generally tend to direct their questions to students who have high

³² Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes", *International Education Studies*, Vol. 1, No. 4, November 2008, 94.

³³ J. Richards and C. Lockhart, *Reflective Teaching in Second Language Classrooms* (Cambridge: Cambridge University Press, 1994), 186.

achievement. Most teachers also tend to allocate more turns to students who are active in class and always ready to volunteered answers.

Teachers sometimes interact with certain students in the class more frequently than others. This creates what is called the teachers action zone. Action zone is indicated by those students with whom the teacher regularly enters into eye contact; those students to whom the teacher addresses questions and those students who are nominal to take an active part in the lesson.³⁴ These students are located within the teacher's action zone and are likely to participate more actively in a lesson. In many classrooms, this zone includes the middle front row seats and the seats up the middle aisle.

In language classroom, active participation of students is important in learning the target language. Restricting teachers' questions to select few students or to a defined action zone and asking the same students to answer all of the questions is not helpful in language teaching because the other students, who have not got the opportunity to be asked, cannot be motivated to learn and show progress in their learning. Eggen stated that questioning pattern in which all students in the class are called on as equally as

³⁴ J. Richards and C. Lockhart, *Reflective Teaching in Second Language Classrooms* (Cambridge: Cambridge University Press, 1994), 186.

possible may be employed in order to distribute questions to all students in the language classroom.³⁵ Thus, questions should be distributed not only to volunteer, but also to non-volunteer. Based on the result of the research on classroom management indicates that calling on non-volunteers can be effective because it can let students pay attention to the lesson.³⁶ Non-volunteers will think that the teacher asks them seriously so they will participate in classroom instructions after that.

3) Giving Wait – time

There are two types of wait time; the first is wait time that refers to the amount of time during a question has been posed until the student begins to speak, and the second is wait time that refers to the amount of time during student has stopped answering until the teacher gives comment.³⁷ In this study, the writer focuses on the first type since it influences on students probability in giving correct answer.

In the typical classroom, the teacher waits less than a second after asking a question before calling on a student to respond. For those students who need more than a fraction of a second to

³⁵ Kifle Azerefegn, Thesis: “*A Study on the Types of Teacher Questions and Questioning Strategies*” (Ethiopia: Addis Ababa University Institute Of Language Studies, 2008), 7.

³⁶ Xiaoyan Ma, “The Skills of Teacher’s Questioning in English Classes”, *International Education Studies*, Vol. 1, No. 4, November 2008, 94.

³⁷ Nicholl - Tracey, “Questioning: A tool in the Nurse Educator’s Kit”, *Nurse Education in Practice*. Vol. 7, 2007, 288-289.

formulate their answer, class participation becomes a real challenge. Not only do fewer students participate, but the quality of their responses is lowered. Less than a second is not a great deal of time to consider what to say, much less how to say it. Teachers are also victims of this brief wait time. With little time to think about which student to call on, teachers tend to call on the fastest hand in the class.

A study by Rowe indicates that the average amount of time teachers wait is 1 second.³⁸ In short, few teachers give their students enough wait-time to form meaningful answer. There should be increasing wait-time at least 2 to 4 seconds after any question before any students are called to answer it. It will give several benefits:

- a) Students give longer answers.
- b) Students volunteer more appropriate answers, and failures to respond are less frequent.
- c) Student comments on the analysis and synthesis levels increased. They make more evidence-inference responses and more speculative responses.
- d) Students ask more questions.

³⁸ Rowe, M. B. "Wait- time: Slowing Down may be a way of Speeding up", *Journal of Teacher Education*, vol. 37, 1986, 49.

- e) Students exhibit more confidence in their comments, and those students whom teachers' rate as relatively slow learners offer more questions and more responses.
- f) Student achievement is higher.³⁹

As shown above, lengthening wait – time is indispensable device to promote language proficiency, to create conducive conditions to learning, to develop higher order thinking process, and to maximize learner output in EFL classroom. Wait –time can also benefit teachers to minimize discourse error, to ask higher category questions and to encourage silent students to participate.

4) Prompting

Prompting questions are follow-up questions when the first answers are inadequate or inappropriate. Prompting questions encourage students to go little further and not abandon their attempts to respond to teacher questions.⁴⁰ It means that prompting questions encourage students to try to look for the correct answer even though they fail to give the wrong or inadequate answer at the first chance. Through prompting, teachers improve students' self-evidence and minimize their fright to fail in giving correct answer.

Wragg and Brown defined three forms of prompts. Those are:

³⁹ James M Cooper, *Classroom Teaching Skills* (USA: Wadsworth Cenage Learning., 2011), 134.

⁴⁰ Agustin Dwi Lestari, Thesis: “*The Teacher’s Technique of Basic Questionings in English Classroom Activity*” (Semarang: Semarang State University, 2009), 43.

- a) Rephrasing the question, asking simpler question using simple words that relate more closely to students' knowledge and experience.
- b) Asking a sequence of simple questions that eventually lead back to the original question.
- c) Providing a review of information to help students recall or see the answer, then asking questions.⁴¹

5) Probing

If a student's response to a question is incorrect or inadequate, an effective strategy for the teacher is not to provide the answer or redirect the question to another student, but to probe for a better answer from the same student. Redirecting the question is better for high-achieving students, but probing is better for low-achieving students.⁴² In probing, the teacher stays with the same student, asking for clarification, rephrasing the question or asking related questions, and restating the student's ideas. It enables students to clarify and elaborate their comments in order to develop their higher order thinking skills.

Here are the examples of probing questions such as:

⁴¹ E. C. Wragg – G. Brown, *Questioning in the Secondary School* (London: Taylor & Francis e-Library, 2003), 33.

⁴² Nancy Chepkoech Mutai, "A Critical Review of Oral Questioning Technique in Secondary School English Language Teaching in Eldoret Municipality, Kenya", *Journal of Emerging Trends in Educational Research and Policy Studies*, Vol. 3, No. 3, 324.

“Can you give me an example?”

“Can you tell me the difference between those two things?”

“What happen if....?”

“Why do you think that?”

“Why do you....?”

d. Skills of Evaluating for Questioning

Effective questioning is not only about preparing and asking the right question. Teachers’ skill in evaluating students’ answers also required. Thus, teachers need to consider whether students’ response should be corrected, which of the errors to correct, and how to correct it.

Richard and Lockhart stated that the most effective way to evaluate students’ answer is giving feedback.⁴³ The feedback consists of positive feedback and negative feedback. Positive feedback is more helpful than negative feedback to improve the students’ behavior and study motivation. Thus, the indicators for teachers’ skill in evaluating for questioning focus on positive feedback. It consists of:

1) Praising

It is generally agreed that honest praise increases achievement

⁴³ Seda Ozcan, Thesis: “*The Effects of Asking Referential Questions on The Participation and Oral Production of Lower Level Language Learners in Reading Classes*”, (Izmir: Izmir University, 2010), 30.

and motivation.⁴⁴ Positive reactions can simply mean a smile, nod, of approval or brief comment indicating approval or acceptance.

This can be done through saying:

- a) Good, right, yes, fine
 - b) You are right; that is correct; you have got it.
 - c) Excellent, very good, terrific; well done, good work, marvelous, you did a very good job.
 - d) That is perfectly correct
 - e) There is nothing wrong with your answer; what you said is right; that is exactly the point
 - f) I could not have given a better answer myself
- 2) Encouraging

A number of issues are involved in error feedback; these include decisions about (1) whether learner errors should be corrected, (2) which kinds of learner errors should be corrected, and (3) how learner errors should be corrected.⁴⁵ Thus, teacher still should give students enough encouragement although they give wrong answer,

Here are some ways to encourage students' answer:

⁴⁴ Nancy Chepkoech Mutai, "A Critical Review of Oral Questioning Technique in Secondary School English Language Teaching in Eldoret Municipality, Kenya", *Journal of Emerging Trends in Educational Research and Policy Studies*, Vol. 3, No. 3, 325.

⁴⁵ Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes", *International Education Studies*, Vol. 1, No. 4, November 2008, 98.

- a) That is more like it; you have improved a little; you have made a lot of progress; you are getting better.
 - b) Try it again
 - c) Not exactly, you have almost got it
 - d) There is no need to hurry, go on
 - e) Have a guess if you don't know; maybe this will help you
- 3) Quoting

Quoting is repeating or copying someone's idea and rephrasing with other words which have similar meaning. It is one kind of indirect praises. Moreover, it can encourage more than praising or encouraging. Teachers quote students' answer through encompassing the answer and giving additional demonstrations or explanations intended to remedy particular problems in student learning.⁴⁶ Sometimes it is also known as error correction from the perspective of error analysis.

The following grumbles should be avoided as much as possible in evaluating questions EFL classroom:

- a) That was not very good
- b) That was rather disappointing; that wasn't up to much; I am not satisfied with that; that is awful/ terrible.

⁴⁶ Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes", *International Education Studies*, Vol. 1, No. 4, November 2008, 98.

- c) Can you do better than that?; when you try this again, I expect you to...; the next time you do this, I want you all to...; this is the last time I shall tell you.
- d) You fool
- e) Idiot; you stupid idiot; I have never heard anything so ridiculous; what a load of rubbish.

4. Faults in Formulating Questions

Farrent summarizes the most common faults in formulating questions; those are ambiguous questions, multiple questions, post-script questions, rhetorical questions, loosely worded questions, and elliptical questions.⁴⁷

a. Ambiguous Questions

Ambiguous questions refer questions that may have many possible answers or may be no answers at all.⁴⁸ These questions do not allow the students to give precise responses.

For example:

Can you make any sentence?

Does that mean what?

b. Multiple Questions

Multiple questions refer to two questions or more which are phrased at the same time with different ideas.⁴⁹ It happens because

⁴⁷ Zerihun Mekonnen, Thesis: “*The Nature And Kinds Of Questions Teachers And Students Ask In The English Classrooms Of Secondary Schools*” (Ethiopia: Addis Ababa University, 1995), 23.

⁴⁸ Zerihun Mekonnen, Thesis: “*The Nature ...* 24

teachers don't think out their questions before hand. Those questions tend lead the students getting the wrong ideas.

For example:

What is the past tense form of the verb 'write'? Is it a regular or irregular verb? Why do you call it regular or irregular?

c. Post-script Questions

Post-script questions are questions which are phrased in the end of teacher's explanation.⁵⁰ These questions are used to check whether the students are following their explanation.

For example:

Descriptive text is a text which describes a thing, a person, or a place.

What is descriptive text?

d. Rhetorical Questions

Rhetorical questions are statements which are followed by interrogative phrases.⁵¹ It means that these questions do not really phrased to seek an answer, yet they only seek approval.

For example:

Bali is a beautiful island, isn't it?

This text is described about someone, don't you think so?

⁴⁹ Zerihun Mekonnen, Thesis: "*The Nature And Kinds Of Questions Teachers And Students Ask In The English Classrooms Of Secondary Schools*" (Ethiopia: Addis Ababa University, 1995), 24.

⁵⁰ Zerihun Mekonnen, Thesis: "*The Nature...* 24

⁵¹ Zerihun Mekonnen, Thesis: "*The Nature...* 24

e. Loosely Worded Questions

Loosely worded questions are questions that have incorrect grammatical.⁵² It means that these questions are arranged ungrammatically. It is commonly caused by not preparing questions before class. Thus, the teachers usually translate directly whatever in their mind. As consequence, the students had to follow or understand the context to give correct responses.

For example:

The verb is which are?

That is verb plus what?

f. Elliptical Questions

Elliptical questions are incomplete sentences which require students to continue the sentences as an answer.⁵³ These questions are like filling the blanks.

For example:

John went to school with?

The third one?

⁵² Zerihun Mekonnen, Thesis: “*The Nature And Kinds Of Questions Teachers And Students Ask In The English Classrooms Of Secondary Schools*” (Ethiopia: Addis Ababa University, 1995), 61.

⁵³ Zerihun Mekonnen, Thesis: “*The Nature... 24*”

B. Review of Previous Studies

A number of studies have also been conducted to investigate teachers' questioning skill. The writer finds three studies that have similarity with this study, but they focus in investigating types of question frequently used by teachers in classroom. Shomoossi, Behnam and Pouriran, and Qashoa and David examined the distribution of teachers' use of display and referential questions as well as the effects of asking referential questions on the interaction among students. Shomoossi found that language teachers' use of display questions is much greater than their use of referential questions.⁵⁴ Similarly, Qashoa, and David also found the use of display questions is much greater than referential questions.⁵⁵ While Behnam and Pouriran found that three of the teachers, surprisingly, used more referential questions than display questions investigated the question types used by six English teachers in Iran.⁵⁶ However, all of them draw the same conclusion that the application of more referential questions by the teachers produced more interaction in EFL classroom. Additionally, a local study carried by Adibah investigates types of question used by English teachers based on the categorization introduced by Brown.⁵⁷ Those are Knowledge,

⁵⁴ Nematullah Shomossi, "The Effect of Teachers' Questioning Behavior on EFL Classroom Interaction: A Classroom Research Study", *The Reading Matrix*, Vol. 4, No. 2, September 2004, 96.

⁵⁵ Sulaiman Hassan Qashoa, "Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction", *The International Journal of Social Science*, Vol. 7, No. 1, 52.

⁵⁶ Behnam, Biok and Yassamin Pouriran. *Classroom Discourse: Analyzing Teacher/ Learner Interactions in Iranian EFL Task-Based Classrooms*. Islamic Azad University-Tabriz Branch Iran

⁵⁷ Adibah, "An Analysis of Questions Used by an English Teacher in Classroom: A case study at the 10th grade of SMA Al-Yasini Pasuruan 2011/2012", *The Internet TESL Journal*, Vol. 04, No.03, 7.

comprehension, application, inference, analysis, synthesis, and evaluation. Her finding shows that knowledge question is mostly used with percentage 72.7 %.

Another study is done by Azerefegn investigated different strategies while teachers ask questions.⁵⁸ She did a study at two private secondary schools in Addis Ababa. She found that teachers mostly used repeating and rephrasing as strategies in questioning.

There is a wide range of research on questioning in the teaching process. Ralph investigated the extent of the development of teachers' oral questioning skills and observed interns' teaching performance.⁵⁹ The findings showed that there should be certain adjustments for the interns' practicum program in order to enhance their questioning skills. Sounders, Gall, Nielson and Smith did an experimental study in order to evaluate alternative methods for training pre-service teachers in questioning skills.⁶⁰ In their study, some treatment groups received videotape and handbook instruction and regular microteaching practice with junior high school students. Two other groups received the same instruction and regular microteaching or classroom observation experience. One group received instruction based on a traditional exposition method. Comparisons revealed that regular and peer micro teaching produced the most consistent gains in use of questioning skills.

⁵⁸ Kifle Azerefegn, Thesis: "A Study on the Types of Teacher Questions and Questioning Strategies" (Ethiopia: Addis Ababa University Institute Of Language Studies, 2008), 13.

⁵⁹ Ralph, E. G, "Oral-questioning Skills of Novice teachers", *Journal of Instructional Psychology*, Vol. 26, No. 4, 286-296.

⁶⁰ Sounders, W, et.al., "The Effects of Variations in Microteaching on Prospective Teachers' Acquisition of Questioning Skills", *The Journal of Educational Research*, Vol. 3, 8.

Questions used by pre-service teachers were also investigated by Moyer and Milewicz.⁶¹ They pointed out that preservice teachers use questions for checking, probing and for instruction. Melek Cakmak did a study under the title “Pre-service Teachers’ Thought about Teachers’ Question in Effective Teaching Process”.⁶² He found that pre-service teachers think that questions can motivate students and can be used to evaluate learning. Nancy Chepkoech Mutai did a research under the title “A Critical Review of Oral Questioning Technique in Secondary School English Language Teaching in Eldoret Municipality, Kenya”.⁶³ She found that teachers’ awareness of the oral questions they ask in the classroom is limited. Briefly, research summarized so far shows that questioning has been studied by researchers at different levels from primary to tertiary.

Furthermore, similar topic was done by Lila Mauigoa in 2006.⁶⁴ She studied about enhancing teachers’ questioning skills to improve children’s learning and thinking. She found that the participants lacked the skills and

⁶¹ Moyer, P.S., & Milewicz, E, “Learning to question: categories of questioning used by pre-service teachers during diagnostic mathematics interviews, *Journal of Mathematics Teacher Education*, Vol. 5, 2002, 293-315.

⁶² Melek Cakmak. “Pre-service Teachers’ Thought about Teachers’ Question in Effective Teaching Process”, *Elementary Education Online*, Vol. 8, No. 3, 2009, 666.

⁶³ Nancy Chepkoech Mutai. “A Critical Review of Oral Questioning Technique in Secondary School English Language Teaching in Eldoret Municipality, Kenya”, *Journal of Emerging Trends in Educational Research and Policy Studies*, Vol. 3, No. 3, 2012, 324.

⁶⁴ Lila Mauigoa. “Enhancing Teacher’ Questioning Skills to Improve Children’s Learning and Thinking in Pacific Island Early Childhood Centres”, *New Zealand Journal of Teachers’ Work*, Vol. 3, Issue 1, 2006, 12.

knowledge in questioning. This research focused on teacher's questioning skill in designing and controlling questions.

All mentioned above indicates that effective questioning is a skill that every teacher should develop. Therefore, the writer, hence, is interested to study the previous research done by Lila Mauigoa with doing more exploration on others aspects of questioning skill. Xiaoyan Ma stated that there are four skills of teacher's questioning in English Classes.⁶⁵ Those are skill of preparing, designing, controlling, and evaluating for questioning. Thus, the writer studied pre-service teachers' questioning skill in preparing, designing, controlling, and evaluating questions at sixth semester students of English teacher education department of Sunan Ampel State Islamic University Surabaya, academic year 2013-2014.

⁶⁵ Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes", *International Education Studies*, Vol. 1, No. 4, November 2008, 94.