

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will to present some literatures related to the area of the study and some theories about teaching English and the Questioning Strategy used - since this study wants to find out the significance of questioning in teaching English. The literature is needed to give theoretical explanation which is suitable with the topic are as follows;

2.1. Teaching and Learning English

According to Bruner (1966) says that These variables interact as learner works toward his/her goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experience. It can be defined as teaching and learning to provide a contemporary portrait of second language learning and teaching to identify major trend and issues to show where these trends and issues have come from. And to illustrate the ways of teacher can incorporate these ideas on their teaching practice.

So, teaching and learning English is about how learners learn the second language, in this case English is the major, within many variables that may support the foreign learners, including the new knowledge, behaviors and skills into the learners' input. In this case, the teacher should be able to demonstrate the easy way to learn the second language.

2.1.1 The Definition of Strategy

The Wesfix Team (2018:56) defines that strategy is how to reach the significance purposes and why it's needed. Not similar with the tactic that is describes detail. In making a plan, you have to explain it as detail as possible. Usually you also need to review the key message you have organize.

It can also be translates as strategy is a way to reach the goal in line, and why it is necessary. It's different with the tactic which is the more detail description of the strategy itself. In planning you should explain it accurately as for the keywords or key messages that you have prepared.

Furthermore, the Wesfix Team (2018:57) explained that for instance, your strategy is to familiarize the new project to improve people's intention in reading from your company. In this case, the strategy is to hold around twenty online bookstores to set some banners. The key message is; Book is the key lock. While the tactic is to set up all the banners all at once in some meaningful days for everyone like The Youth's Oath Day or some kind like that, and make it the reason why you can give some discount likewise 50% of the ordinary price of your company.

The statement above is an example like if you are about to introduce a new program of the arising of the reading interest from your company is to twine at least 20 bookstores online to set up the banner. The key message is the Book is the Key. The tactic is to set up the banner altogether on some important day of the country such as The Youth's Vow Day, and give incentive to those 20 bookstores like 50% discounts from the books that have been prepared by your company.

Here the Wesfix Team (2018) was trying to differentiate and give example between the Strategy and the Tactic, and about how it is applied in a marketing division.

The conclude Wesfix Team (2018) says that if in teaching English using the Questioning Strategies then Questioning is the Strategy in which the teacher asking some questions and the students will answer and or the students will ask some questions and the teacher will give the answer. It means while the tactic is, for instance, teacher used some interesting keywords from the name of heroes that is commonly liked by children based on the television program or fairytales they used to hear. Example in teaching Simple Present Tense, “In the morning, Cinderella and Naruto always take a bath. What do you do every morning sweeties?” and the students will say “I take a bath everyday”

2.1.2. Questioning Strategy

2.1.3 The Definition of Questioning

According to Pink (2010) said that questions are often more effective than statements in moving others. To put it more appropriately, since the research shows that when the facts are on your side, questions are more persuasive than statements. Don't you think you should be pitching more with questions?" The statement showed us that by asking some questions someone will receive a better result than if they deal with a statement, especially to make someone do like what we want they to (to move others). It shows us about how persuasive questions are.

According to Brown and Wragg (1993) says that questioning is used to make the students more attracted and wondering what the topic that is discussed about;

in order to make them pay more concentration on the issue or concept being discussed; to build an active learners learning in the classroom; to persuade the students to ask questions not only to their teachers, but also to another student.

According to Nunan and Lamb (1996) argues that questioning is a way to find out about how much the students' understanding of the materials given, to gather information, and a good way to control or manage the class.

According to Brualdi (1998) says that asking questions and giving answers is important to have students to be embroiled during the teaching learning process; to courage them to express their own opinions; to have them to re-mentioned their teacher explanation in different but positive ways; and also to help teachers assess their final academic result and correct it if it's needed. Questions provide opportunities for teachers and students to get involved in productive dialogue. The Wesfix Team (2018: 47) says that people to make sure to define their purpose as clear as possible when people start asking questions.

2.1.4 Types of Questioning

Four Basic Types of Questioning Strategy as follows:

Wilson and Erickson (2007) said that no matter what level, need to be able to craft and create at least 4 basic types of questions. As follows:

1) Factual

Factual here is the lowest level of thinking and feeling process, and the answers are frequently just right or wrong. Example; "Is her name Liza?", then the answer will only be "Yes, it is" or "No, it isn't"

2) **Convergent**

Convergent means where the answer of questions cannot be as simple as Yes or No. Here to answer the questions, students need to apply more comprehension and analysis, or on material read. Example; “Why is Juliette committed to do suicide?”, after students read the whole story, they will be able to answer “Because Juliette knows that her love to Romeo can’t be accepted by the entire family”

3) **Divergent**

Divergent is where the questions allow students to explore different opportunities or methods and alternative answers. Example; “Do you know another way to reach the Camp Boulevard? The main road is being reconstructed” and the answer can be “You can go straight the underpass and then turn left, or you may turn around to the north of the countryside and find the T junction and then turn right”

4) **Evaluative**

Evaluative is which the answer emphasizes on emotional judgment and from different perspectives. Example; “What are the similarities and differences between Dodge ball and Soccer?”, and the students may answer “Both are footling playing, but Dodge ball needs circle, while Soccer needs goalpost”

2.2 The Purpose of Questioning Strategy

By inquiring rightful method, teacher can be a prepared speaker in front of the classroom, Carnegie (1998) in Danilo Ballotta (2008) defines that only the prepare speaker deserves to be confident. Thus, the best methods not only build

the confidence of the teacher, but also the students if they are prepared by the teacher. In this case, the goal of the Questioning Strategy is to create a prepared teacher, and to give more input to students easily. Shen. P dan B. Yodkhumlue (2011) says that when teacher can give sample of the questions to the students, and the students can explore more, the teacher is successful in giving more input into the students' mind. If you want to connect, you must let them reflect.

2.3 The Application of Questioning Strategy

Here are the way how to apply Questioning Strategy in the classroom;

1) Master the lesson

Before make the students build up their questions, teacher need to make sure that they mastered the lesson first, Amstrong (2015) argues that teachers have to understand the whole lesson in order they will be able to answer some specific questions which is usually asked by clever students

2) Asking many types of questions in the presentation

As it is mentioned above that the basic types of questions applied are important. As it is one of the best ways to build good communication between teacher and students. The successfulness teaching learning process in the classroom depends on how much the teacher's communication with the students, and the ability to manage the class. Tracy (2011) says that your ability to communicate with others will account for fully 85% of your success in your business and in your life, and questioning strategy is one of communication system.

3) Body language

But the teacher should also improve his or her body language too. Body language is also considered important in attracting the students' attention. If you pay attention to how people talk, they used to stand up and you will also see them gesturing or moving their parts of the body like talking by moving their hands, eyes, etc., even when they are talking with somebody via telephone.

2.2 Reviews on Related Study

The conclusion that using English Questioning Strategy is influence the student's activeness in learning English is quiet accepted. Haines (2013: 10) explained that the structured or planned questions can give the learners new input to be discussed, and lead to the exploration of subject matter that is being studied. On the contrary, unwell-structured questions may limit the students' creativeness. In this case, the teachers should ask some low-level questions that will be understood easily by the students, low-level questions that will improve the students' critical thinking, and ask the students to anatomize and rate the idea. This method will convince the students to classify the questions, find a way to structuring the efficient questions, and scour the useful reasoning to persuade the students' critical thinking. These methods can be acted in the classroom and in conservative learning circumstances.

The questioning activities have been applied in many institutions for ages. The useful of phrasing and clarity in ambiguous questions, psychological safety in answering questions such repetition, rephrasing, and reducing the cognitive level of the questions, the sequencing in which the students asking questions in a

patterned order, the *wait time* or *think time*, and the series of the difficult questions, have been the successes of how this questioning strategy application.

