

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. Theoretical Framework**

This theoretical framework aims at reviewing several theories to sustain the study. The theories could support the analysis and interpretation of the data. The theories are concerned with teacher talk, teacher questions, functions and purposes of questions, and types of question.

##### **2.1.1. Teacher Talk**

Teacher talk plays an important role in language teaching (Incecay, 2010, p. 277). It is because the language employed by teachers in language classes becomes the source of input of language knowledge (Liu&Zhao, 2010, p. 77). In EFL classrooms, moreover, teacher talk provides the main source of input in the target language. Teachers transfer knowledge and skills, organize teaching activities, and help students practice through teacher talk (Ma, 2006, p. 6).

Teacher talk is of importance for the organization and management of classroom and for the process of acquisition (Nunan, 1991, p.189). It also determines how well the teachers make their lectures, and guarantees how well students will learn (Liu&Zhao, 2010, p. 76). Furthermore, to some extent, teacher talk determines whether or not a class will succeed (Ma, 2006, p. 6). Appropriate teacher talk also can create harmonious atmosphere which can lead to create more interaction between teachers and students (Liu&Zhao, 2010, p. 77).

There are several types of teacher talk (Brown, 2007, p. 170). This study focuses on one of the types which is teacher question.

### **2.1.2. Teacher Question**

There are several definitions of teacher question. Wu (1993, pp. 50-51) defines question as an utterance that seeks information. O’Keeffee, McCarthy and Carter (2007, p.237) define question as utterance which require a verbal response from the addressee. Furthermore, in the context of teaching, Ur (1996, p. 229) defines question as a teacher utterance which has the objective of eliciting an oral response from the student(s). From several definitions above, the writer decides to use the definition by Ur (1996) as this definition has been put in the context of teaching.

Questions are mostly given by the teacher to initiate interaction in the classroom. They also provide necessary stepping stone for communication in second language classroom where students do not have a number of tools for initiating and maintaining language (Brown, 2007, p. 169). Furthermore, questions are usually intended to include, rather than exclude, to help pupils think and contribute to discussion, rather than frighten them into silence, so an encouraging mode of questioning and responding is probably more effective than a threatening tone (Wragg&Brown, 2001, p.24).

Sinclair & Coulthard (as cited in Ur, 1996, p. 227) propose the concept of interaction namely Initiation – Response – Feedback (IRF) sequence. The teacher initiate exchange, usually in form of questions, students answer, then the teacher gives feedback and initiates the next questions (Ur, 1996, p. 227).

### 2.1.2.1. Functions and Purposes of Teacher Questions

Teacher questions have several functions and purposes. Brown (2007, pp. 169,171) suggests that there are four functions of question. First, teacher questions can encourage and give opportunity to students to produce language comfortably. Second, the questions can initiate a chain reaction among the students. Third, the teacher questions give the teacher opportunity to provide feedback about the students' comprehension. Finally, they give the students opportunity to know of what they think by hearing what they say.

Cohen, Manion, and Morrison (2004, p. 240) propose possible purposes of teacher questions in relation to the lesson plan. The purposes are presented in the table below:

**Table. 2.1. Possible Purposes of Questions in relation to the Lesson Plan**

Stage	Purposes
Introduction	To establish human contact To assist in establishing set induction devices To discover what the class knows To revise previous work To pose problems which lead to the subject of the lesson
Presentation	To maintain interest and alertness To encourage reasoning and logical thinking To discover if students understand what is going on
Application	To focus and clarify To lead the students to make observations and draw inferences for themselves To clear up difficulties, misunderstandings, and assist individual student
Conclusion	To revise the main points of the lesson To test the results of the lesson and the extent of the students' understanding and assimilation To suggest further problems and related issues.

Furthermore, Brown and Edmonson (as cited in Cohen et al., 2004, p.237) also suggests twelve possible purposes in asking questions. The purposes are: to

arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept, to develop an active approach to learning, to stimulate students to ask questions of themselves and others, to structure a task in such a way that learning will be maximized, to diagnose specific difficulties inhibiting students learning, to communicate to the group that involvement in the lesson is expected and that obvious participation by all members of the group is valued, to provide an opportunity for students to understand and reflect upon information, to involve students in using an high cognitive thinking on the assumption that will assist in developing thinking skills, to develop reflection and comment by students on the responses of other members of the group, both students and teachers, to afford an opportunity for students to learn through discussion, to express a genuine interest in the ideas and feelings to the students.

#### **2.1.2.2. Types of Teacher Question**

Several authors have suggested different types of questions. Bloom, Engelhart, Furst, Hill, and Krathwohl (1956, p. 18) reveal six major classes of questions: knowledge, comprehension, application, analysis, synthesis, and evaluation. The writer, however, uses theory of types of question by Brown (2007). It is due to the fact that Brown (2007) adapted and revised the types of question that were proposed by Bloom and Kinsella. There are seven categories of questions and typical question word by Brown (2007, p.172):

- a. Knowledge questions: the teacher requires the student to elicit factual answers, test recall and recognize of information. Common question words:

Define, tell, list, identify, describe, select, name, point out, label, and reproduce. Who? What? Where? When? Answer “yes” or “no”

- b. Comprehension questions: the teacher requires the students to translate, interpret and extrapolate. Common question words: State in your own words, explain, define, locate, select, indicate, summarize, outline, match.
- c. Application questions: the teacher requires the students to apply information heard or read to new situations. Common question words: Demonstrate how, use the data to solve, illustrate how, show how, apply, construct, and explain. What is \_\_\_ used for? What would result? What would happen?
- d. Inference questions: the teacher requires the students to form conclusion that are not directly stated in instructional materials. Common question words: How? Why? What did \_\_\_ mean by? What does \_\_\_ believe? What conclusions can you draw from \_\_\_?
- e. Analysis questions: the teacher requires the students to break down into parts, relating parts to the whole. Common question words: distinguish, diagram, chart, plan, deduce, arrange, separate, outline, classify, contrast, compare, differentiate, categorize. What is the relationship between? What is the function of? What motive? What conclusions? What is the main idea?
- f. Synthesis questions: the teacher requires the students to combine elements into a new pattern. Common question words: compose, combine, estimate, invent, choose, hypothesize, build, solve, design, and develop. What if? How would you test? What would you have done in this situation? What would happen if...? How can you improve...? How else would you...?

- g. Evaluation questions: the teacher requires the students to make a judgment of good and bad, right or wrong, according to some set of criteria, and stating why. Common question words: evaluate, rate, defend, dispute, decide which, select, judge, grade, verify, and choose why. Which is best? Which is more important? Which do you think is more appropriate?

These seven types of question range from display to referential questions (Brown, 2007, p.171). The referential questions cover inference, analysis, synthesis, and evaluation questions; while display questions include knowledge, comprehension, and application questions (Cohen et al., 2004). Display questions refer to questions in which the questioners know the answer beforehand (Brown, 2007, p. 171; Shomoossi, 2004, p.98). Such questions are usually asked for comprehension checks, confirmation check, or clarification requests (Shomoossi, 2004, p.98; David, 2007, p. 128). Conversely, referential questions refer to questions in which the answers are not known by the questioner (Brown, 2007, p. 171 & Shomoossi, 2004, p.98). These questions are characterized as requiring interpretation and judgment on the part of the person to whom the questions are directed (Shomoossi, 2004, p.98).

## **2.2. Review of Related Studies**

There are several related studies regarding the use of types of question. The first is the study on types of question that was carried out by Rianawati (2011) from Universitas Airlangga entitled “Teacher Talk: An Analysis of Questions Used by An English Teacher in Classroom. The Case Study on 7th Grade of SMPN 1 Magetan.” She found that the teacher in that school only used three types

of questions out of seven developed by Brown (2001). She also found that knowledge question was the most frequently employed by the teacher. By this type, the teacher can elicit factual answers, test students' memory or recall, and ask them to recognize information. It was concluded that the use of appropriate teacher questioning gives more opportunity to the students to speak in the target language.

The second study was conducted by Sari (2011) from Universitas Pendidikan Indonesia (UPI) entitled "An Analysis of Questioning Strategies in A Public Senior High School in Bandung." The study was aimed to investigate the teacher's questioning strategies, her rationale in employing the strategies, and the most helpful strategies for the students. The study found that the teacher employed several questioning strategies namely blank-filling, repetition, rephrasing, simplification, exemplification, code-switching, and wait-time. In addition, the teacher's rationale employing the certain strategies are based on the characteristics of the students, the teacher's understanding about questioning strategies, and the goals of teaching. Furthermore, it was found that the students considered code-switching, exemplification, and wait-time are the most helpful strategies in supporting their learning in the classroom. It was concluded that the teacher was aware of questioning strategies in eliciting the students' responses.

The third study was carried out by Yuliyanti (2008) from Universitas Pendidikan Indonesia (UPI) entitled "Teacher's Questioning Behavior in EFL Classroom." This study was aimed at investigating teacher's questioning behavior including types and strategies of teacher's question in an EFL classroom and also

the contribution of teacher's questions towards the students' language production. The study found that the teacher highly employed knowledge questions and code-switching strategies. Furthermore, students' verbal responses were varied in the form of letter, syllable, word, phrase, and sentence. Teacher's display question leads to the longer sentence produced by the students. She concluded that there are several factors that might influence teacher's questioning behavior and its contribution to student language production. The factors are the objectives of the lesson, teacher's teaching belief, and the variety of learning tasks.

This study is similar to the three studies above in terms of the topic discussed. These three studies investigate types of question used by an English teacher in classroom. However, this study differs in the broader topic. Sari examined teacher's questioning strategies and her rationale in asking questions. Furthermore, Yuliyanti investigated teacher's questioning behavior and its influence on students' language production. However, this study, almost similar to Rianawati's, examined the question types used by the English teacher and the teacher's purposes in asking certain questions in classroom.

The other difference of this study from Rianawati's and Yuliyanti's was the participants. Unlike those two studies' participants who were Junior High school students, the participants of this study were students in Senior High school. Additionally, even though the participants of this study were the same as Sari's study who were Senior High school students, it was still different in the city where the school located. Sari conducted her study in Bandung, West Java; whereas the writer carried her study in Pasuruan, East Java. Overall, each



participant of those studies had their own characteristics. Hence, this study is different from the other three studies in the terms of the participants, the location of schools, and the broader topic discussed.