CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter comprises previous research, theoretical framework and framework of the study. It will provide some previous studies which has almost the same topic with the present study and some theories which bring about the present study.

A. Theoretical Framework

1. Question and Teacher's Question

Cotton states that question is any sentence which has interrogative form or function.¹⁵ Aizikovitsh *et.al.* describe question as an inquiry expression which encourages or asks for response or rejoinder.¹⁶ Richard Nordquist defines:

"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."

¹⁵ Kathleen Cotton, "Classroom Questioning". North West Regional Educational Laboratory (Online), available at: http://www.nrwel.org/scpd/sirs/3/cu5.html, retrieved in: 16th October 2012, 08.45.

¹⁶ Einav Aizikovitsh-Udi *et.al*, Good Question or Good Questioning: an Essential Issue for Effective Teaching, in 8th CERME, Turkey, 6-10 February 2013, p. 1.

He 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.¹⁷

In daily communication, the use of question is unavoidable. When communicating, people use various forms of question in order to get some information from their interlocutor. A question is also a good device to maintain the communication with other people. Obviously, a question has the important function in conversation. Question has the significant function not only in general context, but also in teaching-learning (classroom) context. Cotton states that classroom questioning has long and venerable history since Socrates, the Greek philosopher, with his method of questioning (Socratic method) guides the students by challenging assumptions, exposing contradictions, and leading to new knowledge and wisdom. In addition, classroom questioning attracts researchers and practitioners to be their topic of studies because of its extensive use as current teaching technique. Classroom questioning also takes the second most popular teaching technique after lecturing. In

¹⁷ Richard Nordquist, *Question*, available at: www.grammar.about.com/od/pq/g/questionterm.htm, retrieved 07 February 2013, 13.46

teaching-learning process, classroom questioning is widely used by teachers for about 35-55%. ¹⁸

In addition, Richard and Lockhart state that there are some reasons why questions widely used by teachers as teaching technique. First, questions stimulate and maintain students' interest. Second, they encourage students to think and focus on the content of the lesson. Third, they enable a teacher to clarify what a student has said. Fourth, they enable a teacher to elicit particular structures or vocabulary items. Fifth, they enable teachers to check students' understanding. Sixth, they (questions) encourage student participation in a lesson. ¹⁹

Furthermore, study conducted by Millah on classroom interaction reveals that asking question is the activity that dominates teacher talk (21,75 %) and most of students talk is dominated by giving responses (33,75 %).²⁰ This study is in

¹⁸ Kathleen Cotton, "Classroom Questioning". North West Regional Educational Laboratory (Online), available at: http://www.nrwel.org/scpd/sirs/3/cu5.html, retrieved 16th October 2012, 08.45.

¹⁹ Jack C. Richard and Charles Lockhart, *Reflective Teaching in Second Language Classrooms*, (New York: Cambridge University Press, 1996), p. 185.

²⁰ Dliyaul Millah (student Number: 3104206). *Interaction Patterns and Speaking Categories in English Teaching in the Female Class of the Second Grade of MAN Surakarta PK (Specific Program)*. Semarang: IAIN Walisongo, 2009), Unpublished Thesis.

line with Liu and Zhao study which is entitled "A Study of Teacher Talk in Interactions in English Classes". The study reveals that teachers tend to employ large amount of questions when they initiate classroom interaction. Based on the observation, Teacher talks are dominated by questioning for about 48 %.²¹

The elaboration above gives us clear insight about question and teacher's question. Question is a meaningful linguistics unit (sentence) or utterance which has interrogative sense, meaning that it is intended to get some information or responses from the listener or reader. The form of question is not only in form of interrogative by using question word, auxiliary verb, and tag, but also in form of declarative sentence with rising intonation.

Questioning plays vital role in daily communication. It can be used as a tool to create and maintain communication. These functions also can be implemented in classroom context. Questioning is commonly used by teacher as an instrument to create interaction in the classroom. It is the best way to encourage some responses from student and also to check students understanding about material which has been studied. Concisely, questioning provide large amount of

²¹ Liu Yanfen& Zhao Yuqin, A Study of Teacher Talk in Interactions in English Classes, in *Chinese Journal of Applied Linguistics*, (vol. 33(02), 2010), p. 79-85.

benefit and function for classroom interaction. The comprehensive discussion about questioning or teachers' question will be elaborated in the next section.

2. Types of Teacher's Questions

Teacher's questions have been classified in a number of ways, Bloom and his colleagues have proposed six types of questions which are included in Bloom's taxonomy of educational objectives. Each level of question needs to be answered in different level of thought by learners. Below are the explanations of each type of question in Bloom's Taxonomy.

a. Knowledge

This is the first and also the lowest level of taxonomy. 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, Bloom classified the Knowledge objective from specific or concrete information to the abstract one.²² These are example of knowledge question and also words that is commonly used in knowledge question²³:

²² Benjamin S Bloom.,et.al., *Taxonomy of Educational Objective*, *handbook I: Cognitive Domain*, (London:Longmans, 1956), p.62.

²³ David Sadker, *et.al.*, "Questioning Skill", in James M. Cooper, *et.al.*, Classroom Teaching Skill, (CA: Wadsworth, 2011), p.119-120

What is the capital of Maine?

What color did the solution become when we added the second chemical?

Who is the secretary of state?

Who wrote *Hamlet*?

Words often found in knowledge questions		
define	who	when
recall	what	list
recognize	where	identify

b. Comprehension

In the comprehension 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.²⁴ Commonly, comprehension question asks the students to interpret what information contains in chat, table, graph and cartoon.²⁵ Below are the examples of comprehension question:

What is the main idea that this chart presents?

Describe in your own words what Herblock is saying in this cartoon!

²⁴ Benjamin S Bloom.,et.al., *Taxonomy of Educational Objective*, *handbook I: Cognitive Domain*, (London:Longmans, 1956), p.89.

²⁵ David Sadker, *et.al.*, "Questioning Skill", in James M. Cooper, *et.al.*, Classroom Teaching Skill, (CA: Wadsworth, 2011), p.121.

Words often found in comprehension questions		
describe	rephrase	
compare	put in your own words	
contrast	explain the main idea	

c. Application

In this third question level, the students need to apply the information. It means that the students use the information that previously learned to solve the problem in the new case. Below are the examples of application question and also words often found it this type of question: ²⁶

In each of the following cases, which of Newton's laws is being demonstrated?

According to our definition of *socialism*, which of the following nations would be considered socialist today?

Write an example of the sexual harassment policy we have just discussed.

Words often found in application questions		
apply	solve	translate
classify	how many	make
use	which	illustrate
choose	what is	teach
employ	show	demonstrate

²⁶ David Sadker, *et.al.*, "Questioning Skill", in James M. Cooper, *et.al.*, Classroom Teaching Skill, (CA: Wadsworth, 2011), p.122-123.

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d. Analysis

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.²⁷ There are 3 types of analysis question:²⁸

 To identify the motives, reasons, and/or causes for a specific occurrence:

What factors influenced the writings of Anne Frank? Why did the congresswoman decide not to run for the presidency?

How do your personal finances respond to economic upswings and downturns?

2) To consider and analyze available information to reach a conclusion, inference, or generalization based on this information:

After reading this story, how would you characterize the author's background, attitude, and point of view? Look at this new invention. What do you think the purpose of this invention is?

²⁷ Benjamin S Bloom., et.al., Taxonomy of Educational Objective, handbook I: Cognitive Domain, (London: Longmans, 1956), p.144.

²⁸ David Sadker, *et.al.*, "Questioning Skill", in James M. Cooper, *et.al.*, Classroom Teaching Skill, (CA: Wadsworth, 2011), p.123-124.

After studying about major developments in South Africa and China, what can you now conclude about the various causes of revolutionary change?

This type of analysis question calls on the learner to reach a conclusion, inference, or generalization based on evidence.

3) To analyze a conclusion, inference, or generalization to find evidence to support or refute it:

Which of the speaker's points support affirmative action?

How did the role-play promote cultural understanding?

What evidence can you cite to validate that smoking cigarettes is more harmful than drinking alcohol?

Words often found in analysis questions		
identify causes	analyze	summarize
draw conclusion	why	categorize
determine evidence	compare	deduce
support	order	investigate

e. Synthesis

Synthesis questions are higher-order questions that ask students to perform original and creative thinking. These kinds of questions require students to produce original communications, to make predictions, or to solve

problems. Although application questions also require students to solve problems, synthesis questions differ because they do not require a single correct answer but, instead, allow a variety of creative answers. Here are some examples of the different kinds of synthesis questions.²⁹

1) To produce original communications:

Construct a collage of pictures that represents your values and feelings.

What would be a descriptive and exciting name for this video game?

Write an e-mail to a local newspaper editor on a social issue of concern to you.

2) To make predictions:

What would the United States be like if the South had won the Civil War?

How would your life be different if school were not mandatory?

After studying about forestry on the West Coast, what do you suspect is happening in the South American rain forests?

²⁹ David Sadker, *et.al.*, "Questioning Skill", in James M. Cooper, *et.al.*, Classroom Teaching Skill, (CA: Wadsworth, 2011), p.125-126.

3) To solve problems:

How would you measure the height of a building without being able to go into it?

How can we successfully raise money to fund our homeless shelter project?

Words often found in synthesize questions		
predict	develop	create
produce	how can we improve?	imagine
write	what would happen?	combine

f. Evaluation

Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose), and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria. Evaluation questions do not necessarily have a single correct answer.

³⁰ Benjamin S Bloom., et.al., Taxonomy of Educational Objective, handbook I: Cognitive Domain, (London: Longmans, 1956), p.185.

They require the student to judge the merit of an idea, a solution to a problem, or an aesthetic work. They may also ask the student to offer an opinion on an issue. Following are some examples of different kinds of evaluation questions.³¹

How do you assess your performance at school?

Which U.S. senator is the most effective and why?

Words often found in evaluation questions		
Decide	Give your opinion	Would it better
evaluate	Which is?	Select
assess	Do you agree	conclude

Beside six types of questions which are included in Bloom's taxonomy of educational objectives, types of questions can also be categorized into display and referential question, open and closed question. According to Brown, display question is type question in which the answer of the question is already known by the teacher.³² This type of question is asked for students in order to check whether they know the answer or not. Based on several studies, these kinds of questions are generally found in the classroom interaction.

³¹ David Sadker, *et.al.*, "Questioning Skill", in James M. Cooper, *et.al.*, Classroom Teaching Skill, (CA: Wadsworth, 2011), p.126-127.

³² H.Douglas S. Brown, *Teaching by Principle*, p. 171.

Teachers highly use display questions based on their purposes that is to check students' knowledge.³³

When in display questions teacher have already known the answers of the questions, in referential questions, teachers do not know the answer of the questions. Ellis as cited in Al-Muaini states that "referential questions are genuine or real questions." The purpose of this question is to acquire some information that teachers do not know from students.³⁴ Based on research conducted by Long and Sato as cited in Lynch, Referential question is rarely asked by teacher in the classroom interaction. From 76% of teacher's question proportion, only 14% are asked by using referential questions.³⁵

The second category of question is open and closed question. Nunan and Lamb as cited in Al-Farsi describe open questions as type of question which can promote broad

³³ Chi Cheung Ruby Yang, *Teacher Questions in Second Language Classrooms: an Investigation of Three Case Studies.* In Asia EFL Journal (Vol. 12(1), 2010) p. 181-201.

³⁴ Hussein Ahmed Al-Mu'aini, *The Effect of Referential Questions on students' oral Contributions* available at: www.moe.gov.om/Portal/sitebuilder/sites/EPS/English/.../Ch3.pdf, retrieved at: 6.37 AM 20 December 2012.

³⁵ Tony Lynch, Questioning Roles in the Classroom, in *ELT Journal*, (Vol. 45/3, 1991), p. 201.

response from students.³⁶ They are types of questions that are broad and permit more than one acceptable answer from students.³⁷ Eggins and Slade suggest that open questions are type of question that "seek to elicit completion of a proposition from the addressee" or in another words, it demands factual or opinion information from the addressee. Open question commonly recognized in form of whinterrogative or wh-question.³⁸ It can be concluded that teachers who ask by using this type of the possible answer from students. The responses will be varied according to students. Compared to open questions, Ellis as cited in Al-Farsi states that closed questions are types of questions which produce only one acceptable answer or response from students.³⁹ These types of questions have the purposes of

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³⁶ Nawal Mohammed Al-Farsi, *Teachers' Questions in the Basic Education Classroom*, in Classroom Research in English Language Teaching in Oman, Ministry Of Education sultanate Oman, available at: http://www.moe.gov.om/portal/sitebuilder/sites/eps/English/MOE/....pdf, retrieved in: 20 December 2012, 06.40.

³⁷ Hussein Ahmed Al-Mu'aini, *The Effect of Referential Questions on students' oral Contributions* available at: www.moe.gov.om/Portal/sitebuilder/sites/EPS/English/.../Ch3.pdf, retrieved at: 6.37 AM 20 December 2012.

³⁸ Suzanne Eggins and Diana Slade, *Analyzing Casual Conversation*, (UK: Equinox Publishing Ltd, 1997), p. 194.

³⁹ Nawal Mohammed Al-Farsi, *Teachers' Questions in the Basic Education Classroom*, in Classroom Research in English Language Teaching in Oman, Ministry Of Education sultanate Oman, Available at:

demanding confirmation or agreement with factual or opinion information. The form of closed questions are commonly realized by polar (yes-no) interrogatives.⁴⁰

From the explanation above, it can be concluded that types of teacher's questions can be classified into several categories. Based on Bloom's taxonomy of educational objectives, teacher's questions are categorized knowledge, comprehension, application, analysis, synthesis, and evaluation question. Those levels of questions are developed based on students' level of thinking so that the higher level of questions will expect the higher students' level of thinking. The other types of questions are display and referential questions, open and close-ended questions. Display questions are types of questions which the teacher has already known the answers of the questions. It is used to check students' understanding about the lesson that they have studied. Conversely, referential questions are types of questions that teacher actually does not know the answer of the questions. Teacher really wants to know particular information from students. These questions commonly elicit long response from students. Another category is open and

http://www.moe.gov.om/portal/sitebuilder/sites/eps/English/MOE/....pdf, retrieved in: 20 December 2012, 06.40.

⁴⁰ Suzanne Eggins and Diana Slade, *Analyzing Casual Conversation*, (UK: Equinox Publishing Ltd, 1997), p. 194.

closed questions. In open questions, teacher cannot expect possible answer form students. The answer will be varied according the students. Some researchers insist that open questions tend to be open and vice versa. In the other hand, closed-ended questions are questions that only have one acceptable answer so that teacher has already known the answer. In the present study, teachers' questions would only be categorized into display and referential questions, open and close-ended questions. It is because the objective of the study is focused on the classroom interaction. In the other hand, types of teacher's questions based on Bloom taxonomy tend to focuse on students' level of thinking.

3. Functions and Purposes of Teacher's Questions

Christenbury, Kelly and Kinsella as cited in Brown propose some functions of teacher questions in the classroom interaction. Teacher's questions can a) give students the drive and the opportunity to produce language contentedly because EFL student generally afraid of initiating classroom interaction without any stimulus from the teacher. Silent students will get a great chance to produce their language (communicate) if appropriate questions are addressed to them, b) set off some stimulus for students to communicate and interact each others. One question may be all that is needed to

start a discussion; without the initial question, however, students will be hesitant to start the process c) give the instructor immediate feedback about student comprehension. After posing a question, a teacher can use the student response to diagnose linguistic or content difficulties. Grammatical or phonological problem areas, for example, may be exposed through the student's response and give the teacher some specific information about what to treat, d) provide students with opportunities to find out what they think by hearing they say. As they are nudged into responding to questions about, say, a reading or a film, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for prewriting activity. 41

Tanaka as cited in Nishimura proposes three functions of question. The first is "interpersonal function". It means that question can set up, keep, and modify the relationship between questioner and respondent. The second is "information-gathering function", meaning that question can be an instrument to get some information about certain issue

⁴¹ H.Douglas S. Brown, *Teaching by Principles,: An Interactive Approach to Language Pedagogy, 2nd* edition, (New York: Longman, 2001), P.169-171

or topic. The last is "meaning-creating function". It means that a new idea can be produced by questioning.⁴²

Kauchak and Eggen as cited in Xiaoyan add that in the classroom, teacher's questions serve several functions. They are diagnostic, instructional and motivational function. As diagnostic tool, teacher's questions are used to diagnose what students know and how students think about certain topics. As instructional function, teacher's questions can assist the students to study new information in the learning process. The last function according to Kauchak and Eggen is motivational function. Teacher's questions can be a tool that engages the students to be actively involved in the classroom discourse and encourage or challenge their thinking.⁴³

Dealing with the purposes of teacher questions, Cotton provides variety of purposes emerge from the variety of literature analysis. Teacher's questions are used to a) develop interest and motivate students to become actively involved in lessons, b) evaluate students' preparation and check on homework or seatwork completion, c) develop critical thinking skills and inquiring attitudes, d) review and

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⁴² Toshihiro Nishimura, *Teachers' Questioning Techniques Employed in Japanese Senior High school's English Class and the Perceptions of Three Japanese English Teachers*, (UK: Edinburg University, 2012), Unpublished MSc TESOL Dissertation, p. 17.

⁴³ Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes" in *International Education Studies*, (vol. 1(4), 2008), p. 93-94.

summarize previous lessons, e) nurture insights by exposing new relationships, f) assess achievement of instructional goals and objectives, g) stimulate students to pursue knowledge on their own⁴⁴

Furthermore, Cohen et.al. give in depth purpose of teacher's questions in the classroom. They suggest the purpose of teacher's questioning based on several learning stages in the classroom. In the introduction stage, teachers' questions are used a) to establish human contact; b) to assist in establishing set induction devices; c) to discover what the class knows; d) to revise previous work; e) to pose problems which lead to the subject of the lesson. In the presentation stage, teacher's questions are used to a) maintain interest and alertness; b) to encourage reasoning and logical thinking; c) to discover if students understand what is going on. In the application stage, teacher's questions are used a) to focus and clarify; b) to lead the students to make observations and draw inferences for themselves; c) to clear up difficulties, misunderstandings and assist individual student. In the last stage, conclusion, teacher's questions are used a) to revise the main point of the lesson; b) to test the result of the lesson, the

⁴⁴ Kathleen Cotton, "Classroom Questioning". North West Regional Educational Laboratory (Online), available at:

http://www.nrwel.org/scpd/sirs/3/cu5.html, retrieved 16th October 2012, 08.45.

extent of students understanding and assimilation; c) to suggest further problems and related issues.⁴⁵

From the elaboration above, it can be concluded that teacher's questions have significant role in the classroom interaction. It can give numerous benefits for language student, classroom interaction, and the objective of language classroom.

4. Relationship Among Types of Teacher's Questions, Purposes of Teacher's Questions and Students' Oral Responses

Types of teacher's questions, purposes of teacher's questions and students' oral responses have a positive relationship. Chaudron states that student's target language production (students' oral responses) in from of correct and meaningful responses might be assisted by teacher's question. It was based on some second language studies which concerned with teacher's questions and students' target language production (students' oral responses). Chaudron adds that in order to keep students' attention, elicit students'

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⁴⁵ Louis Cohen, *et.al.*, *A guide to Teaching*, *5th Edition*, (London: Routledge, 2004) p. 240.

verbal responses, and assess students' learning progress, teacher's questions represent as a primary tool.⁴⁶

Furthermore, a study that has been done by Brock on the effect of teacher's questions on students' language production revealed that students' responses for teacher's referential questions were significantly longer and syntactically more complex. It was compared to students' responses for teacher's display questions which were short.⁴⁷

On the contrary, Shomoosi claims that display-closed questions sometimes produce longer responses (five-minute answer) from students. From the studies above, we can see that there is different result of studies on the effect of either display-closed questions or referential-open questions to students' language production. This difference basically can be understood since each research is hold in different place with different participants. This difference means that the study on teacher's question or classroom questioning is still worth investigated.

⁴⁶ Craig Chaudron, *Second Language Classroom: Research on Teaching and Learning*, (Melbourne: Cambridge University Press, 1988) p. 126.

⁴⁷ Tony Lynch, "Questioning Roles in the Classroom", in ELT Journal, (vol. 45/3, 1991), p. 203.

⁴⁸ Nematullah Shomoossi, "The Effect of Teachers' Questioning Behaviour on EFL Classroom Interaction: A Classroom Research Study", in The Reading Matrix, (Vol.4/2, 2004), p. 101.

B. Previous Research

There are some studies that almost have the same topics or ideas with the present study:

1. Yuliyanti, 2008. Teacher's Questioning Behavior in an EFL Classroom. Under Graduates thesis, Universitas Pendidikan Indonesia (UPI) Bandung. This research is categorized as descriptive-qualitative study which is aimed at examining Teacher's questioning behavior in an EFL classroom and its contribution to students' language production. It is revealed that the teacher highly employed knowledge questions and code-switching strategies. In addition, students' verbal responses were varied in the form of letter, syllable, word, phrase, and sentence. Teacher's display questions produce longer responses in the form of sentences. It is concluded that there are several factors that might affect teacher's questioning behavior in addition to its contribution to student language production, namely: (1) the objectives of the lesson, (2) teacher's teaching belief, and (3) the variety of learning tasks. 49

The similarity between Yulianti's research and present research is on the objective of the study in which it

⁴⁹ Yuliyanti, *Teacher's Questioning Behavior in an EFL Classroom* (Bandung: Universitas Pendidikan Indonesia, 2008), Unpublished Thesis.

wants to reveal the teacher's questioning types and strategies and its contribution to students' language production. It also employs the same method of investigation. The difference is located on the result, since it is a context specific study, so that different object of study will result on different research findings. The difference is also on the framework used to classify types of teacher's questions. Yulianti's research uses types of questions based on level of question developed by Bloom or Bloom's Taxonomy whereas the present research plans to categorize types of teacher questions into openclosed questions and display-referential questions and yesno questions.

2. Yuli Puspita Sari, 2011. An Analysis of Teacher's Questioning Strategies in a Public Senior High School in Bandung Under Graduates thesis, Universitas Pendidikan Indonesia (UPI) Bandung. The objectives of this research are: (1) the teacher's questioning strategies in the classroom, (2) the teacher's rationale in employing the strategies, (3) the most helpful strategies for the learners. This qualitative research are involving an English teacher and 38 tenth graders. The data collection techniques are video-recording and interview. The data from video-recording and interview were transcribed, coded, analyzed, and interpreted.

It was discovered that the teacher employed some questioning strategies such as blank-filling, repetition, rephrasing, simplification, exemplification, code-switching, and wait-time. Based on the findings, the teacher frequently used the blank-filling strategy in eliciting learners' responses. However, sometimes this strategy was not effective to be applied for senior high school learners. Meanwhile, the teacher's purposes of employing these strategies were based on three aspects, (1) the characteristics of the learners, (2) the teacher's understanding about questioning strategies, and (3) the learning objectives. Furthermore, the learners considered that code-switching, exemplification, and wait-time to be the most helpful strategies in supporting their learning.

It was concluded that the teacher was aware of the strategies in eliciting learners' responses toward his question. The teacher, however, practically could not perform some strategies well. It is recommended for teachers to employ the questioning strategies in their teaching, since the strategies may encourage learners to be active in the classroom.⁵⁰

⁵⁰ Yuli Puspita Sari, *An Analysis of Teacher's Questioning Strategies in a Public Senior High School in Bandung* (Bandung: Universitas Pendidikan Indonesia, 2011), Unpublished Thesis.

Sari's research and the present study are on the same topic that is teacher's questions, but the difference between Sari's research and the present study is on the fact that Sari's research was focused only on teacher's questioning strategies.

Env Sulistiyowati, 2201408108 (2012) *Levels* Questioning Used by a Teacher in a Classroom at Senior High School. The Case Study of a Teacher and students of Class XII of SMAN 1 Jakenan, Kabupaten Pati in the Academic Year 2011/2012. Under Graduates thesis, Universitas Negeri Semarang. This thesis explain the levels of questioning that the teacher usually applies in the classroom during teaching and learning process, to find out the teacher's objective of applying those levels of questioning, and to describe the effects of applying the levels of questioning for the students' understanding of English. Based on the research findings, total teacher's questions were 74 questions in which the teacher mostly used questioning in remember level. Mostly, the students also responded appropriately to the questioning in level of remember. According to the interview result, the teacher stated that he used levels of questioning in teaching the students because he wanted to score the students and to

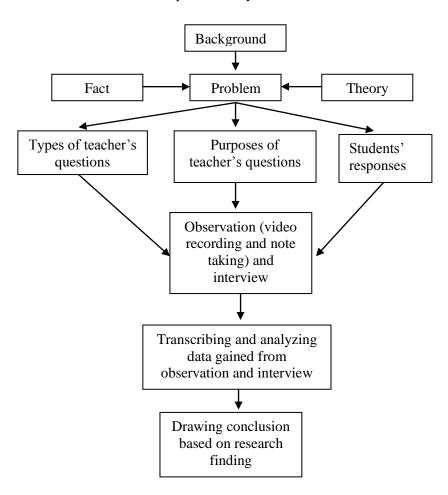
check students' understanding of the material. In addition, the teacher stated that the use of levels of questioning has good effect. It facilitated the students to understand the material from the simple one to the difficult one.⁵¹

Eny's research and the present research have almost the same objective in terms of teacher's questioning type and also effects of applying levels of questioning for students' understanding of English. The difference is on the fact that present study not only examines teacher's questioning types but also wants to investigate teacher's questioning purposes.

⁵¹ Eny Sulistiyowati, Levels of Questioning Used by a Teacher in a Classroom at Senior High School. The Case Study of a Teacher and students of Class XII of SMAN 1 Jakenan, Kabupaten Pati in the Academic Year 2011/2012, (Semarang: Universitas Negeri Semarang, 2012), Unpublished Thesis.

C. Framework of the Research

The framework of the present study can be illustrated as follows:



The first procedure in doing the present study was formulating the problem by considering background of the study and theoretical framework. It has been revealed that the objective of the present study are to describe teacher's questioning types, purpose of questioning and also students' responses in natural setting. In order to fulfill those objectives, several data collecting procedures were employed, that were observation (video recording and note taking) and also interview. After that, the collected data were transcribed and analyzed in order to cope with research objectives. Teacher's questions and students' oral responses were analyzed. Furthermore, result of the interview with the English teacher which could be used as additional information about the teacher's questioning purposes was also analyzed. The last procedure is making discussion and drawing conclusion based on research finding.