

Chapter Two

Literature Review

In this chapter, the researcher explores some theories related to the topic that the researcher wants to research. The theories included in this chapter are clearly quoted from some experts by the researcher. Some reviews of related research are also included in this chapter.

Students' Perception

Students' perception is students' feelings to perceive about a particular object. Yulianti (2013) pointed out that students' perception can be defined as students' ability to express and share their ideas, opinions, and feelings. It means that students' perception is students' ability to talk about an object based on their feelings, opinion, and ideas. Chitanana (2010) stated that perception is like belief. It needs to be considered in teaching and learning process. Perception is complex and its meaning depends on context (Greenfield, 1997). In addition, Yulianti (2013) also added that students' perception might lead to having new concepts and ideas related to teaching and learning activity.

The importance of accommodating students' Perception. There are so many researches who aim to find out or to know students' perception. This case happens because accommodating students' perception is really important. According to Barnes and Lock (2013), investigating students' perception is really needed by the teachers in order to know how to implement and improve their practice. It can be concluded that accommodating or asking students perception is needed in order to know students' feeling and idea. It will help the teachers to know what things need improvement and what things need to be kept.

Questioning

Questioning is wondering to something that it needs a question to ask. Hamiloğlu and Temiz (2012) argued that questioning is a question that someone uses for several purposes. Questioning is frequently used by the teachers in language teaching area to gain students' attention and to measure students' understanding. It means that questioning is asking a question in order to know something which is related to teaching and learning activity. According to Shen and Yodkhumlue (2011) said that questioning is about asking a question to others. Questioning plays a really crucial role to initiate classroom talk. Besides, questioning is also important because questioning can build students' motivation and it can help students to learn and think better. It can be concluded that questioning is a technique that the teachers use in the classroom for a particular purpose.

Types of questioning. There are three types of questioning. Those are procedural questions, convergent questions, and divergent questions. These types of questioning are stated by Andersson (2012).

Procedural question. Procedural questions are the questions that have to do with what is going on in the classroom, i.e. classroom management. An example of a procedural question is when the teacher asks student about a particular thing when they all have brought their book. Andersson (2012) stated that “procedural question do not involve engaging the students, making the students' comprehension easier or promoting interaction in the classroom” (p. 5). Convergent and divergent questions, on the other hand, involve these factors.

Convergent question. Convergent questions need the students to have a short answer, usually ‘yes’ or ‘no’, or an answer that does not need much thinking of ideas from the answering person. Besides, Andersson (2012) argued that “when the students answer a convergent question, on the answer usually gives information that has already been presented” (p. 5). This type of question can be used by the teacher when the students have

comprehended how to use their own thinking. The example of this type of question is just a question which requires that is stated in the book.

Divergent question. Divergent questions require learners to answer the questions by using much of thinking with a longer and more complex answer. In divergent questions, it leads the students to come up with answers that give new ideas from the students. According to Andersson (2012), “divergent question could be, for example, if the teacher asks a student to analyze why a character from a book behaves in a certain way” (p. 5).

However, other experts state different types of questions. According to Brown and Douglas (2011), as cited in Vebriyanto (2013), there are several types of questions. Those are display and referential questions, open and close-ended questions.

Display questions. The first type of questions is display questions. According to Brown and Douglas (2011), as cited in Vebriyanto (2013), display questions are the questions that actually the teachers know the answers. This kind of questions is used to check or measure students’ knowledge and understanding about materials that the teachers gave previously. It means that this question is often given to the students because the teachers want to know what materials that students have understood and what materials need to be explained anymore.

Referential questions. The second type of questions is referential questions. According to Brown and Douglas (2011), as cited in Vebriyanto (2013), referential questions are the questions that teachers ask the students because the teachers really do not know the answer of the questions. It means that this question is frequently given because the teachers are interested to know particular information from the students. It could be a question which asks students’ beliefs, opinions, perceptions, and feelings.

In addition, according to Sadker, Sadker, & Zittleman (2011), there are six types of question that teachers can use. These are knowledge question, understanding question, application question, analysis question, synthesis question and evaluation question.

Knowledge question. Knowledge question is like recalling question or knowledge question. Questions that only expect answers that are memorization or students' memories of what they have learned. Words that are often used in compiling these knowledge questions are usually: what, where, when, who, mention.

Understanding question. The understanding question refers to comprehension question. This question is according to the student to answer questions by organizing the information he or she has received in his own words or interpreting or reading the information described by graph or curve by comparing or discriminating.

Application question. Application question is questions that require students to give a single answer by applying the knowledge, information, rules, criteria, and others that have been received.

Analysis question. Questions that require students to find answers by Identify the motive of the displayed problem and Search for evidence or events that support a conclusion or generalization.

Synthesis question. The characteristic of this question is the correct answer is not a single, but rather more than one and requires students to develop the potential and creativity. Synthesis questions require students to make predictions, solve problems based on his imagination and look for communication.

Evaluation Questions. This kind of question calls for the student to answer by giving his judgment or opinion on an issue displayed. Draw conclusions based on existing information or generalize from or based on existing information.

The benefits of teachers' question. In the learning process, asking or questioning has an important role in teaching and learning process. Goossen (2002) stated that questioning or teachers' question is also important. It is important because questioning can help the teachers to direct classroom activities. Besides, questioning also can be used to review concepts in teaching and learning activity. It means that, by questioning the students, the teachers can know what things that need an improvement. It also gives good impact for the teachers because, by using questioning, the teachers are able to initiate or redirect discussion. Kim (2015) also contended that by using questioning, the teachers also can monitor students' attitudes and lead students to have problem-solving skill. Last, questioning is meaningful because it can raise new ideas and it can gain students' attention.

Problems in answering teachers' question. According to Graham and Graham (2008), there are three problems that students face in answering teachers' questions. Those are students' self-esteem, students' previous experience, and students' anxiety problems.

Students' self-esteem. According to Graham and Graham (2008), actually, when the students do not answer teachers' questions, it does not mean that the students do not understand the materials. Sometimes, the students know the answer but they are not confident because they are afraid if they are wrong. In this case, student's self-esteem is one of the biggest problems that students face in answering teachers' questions.

Students' previous experience. Graham and Graham (2008) stated that the experience sometimes becomes a problem for the students. It means that experience really impacts students in the future. Students are calm when they are asked sometimes because they redo the past experience again. For example, the students gave an answer, and the teacher said "Wrong!" so everyone laughed. It makes the students feel brainless. By this case, previous experience sometimes becomes a problem.

Anxiety problems. Anxiety really makes students become not active in the class. The students are often quite because they have a lot of anxieties. Graham and Graham (2008) stated that sometimes students know the answer but they decide to be quite because they are afraid if their friends think that they are showing off. Besides, the students are quite because they are afraid that other students will not understand what they are talking about.

Strategies for answering teachers' question. There are several strategies that students can use to answer teachers' questions. These strategies are open book, asking for a clue, and looking back on the previous experience, social strategies, and browsing (Granot, 2014; Hub, 2013; Bughin et al. 2011). Besides, these strategies can be used directly by the students when they are asked. These three strategies are clearly stated and explained below.

Open book. Granot (2014) stated that open book is one of several strategies that students can use when they are given a quiz and question by the teacher. When the teacher gives chance for the students to open their book, it means that the students actually cannot find the exact answer in the book. However, opening book will lead the students to have some ideas in answering a particular question.

Asking for a clue. When the students do not answer teachers' questions, it does not mean that students do not know the answer at all. Granot (2014) stated that sometimes the students are able to answer the question by asking for clue first. It means that asking for clue is meaningful strategy to be used when students cannot answer the teachers' questions.

Looking back on experience. When students are asked to answer a question especially about ideas, beliefs, and perceptions, one of the best strategies to answer this kind of question is look back on the experience. Granot (2014) argued that looking back on previous experience is urgent in order to answer teachers' questions. This strategy can be used especially when the students are asked to share their opinion, belief, perception, and idea about particular object.

Social strategies. Hub (2013) contended that social strategy is one of the strategies that can be implemented when the students do not know the answers. For example, when the students are asked about the meaning of particular vocabulary, the students can ask their friends or their classmates. Asking friends about the answer to the questions refers to social strategies. By this case, it can be concluded that social strategy is strategy to answer the questions by asking the people around the students.

Browsing strategies. Browsing is really familiar to the students nowadays. Browsing refers to using internet technologies. According to Bughin, Corb, Manyika, Nottebohm, Chui, Barbat and Said (2011), browsing has good impacts for the students because, by browsing, students can find some information about what the students search. It means that the knowledge will be improved by browsing. In this case, it shows that when the students cannot answer teachers' questions, browsing is one of the best strategies to overcome the barriers.

In addition, there are some strategies that students can use in answering teacher's questions. Gates (2015) proposed some strategies that students can use to overcome the barriers in college. However, the researcher takes two strategies for overcoming problems that students face in teachers' questioning only.

Having many friends. Having many friends in the class is really important. It really impacts the students to make them become more confident. According to Gates (2015), by having many friends, the students will spend many times with their friends. It means that if the students make a mistake in the classroom, it feels like a simple mistake and it will not become a big problem for them. In this case, the students will not be afraid to be mocked by their classmates when they do a mistake.

Joining particular extracurricular. According to Gates (2015), joining extracurricular has great opportunity for the students to have a good progress in their study. Joining extracurricular activity will train the students to be critical thinker, and it will make

students become more confident. Speaking in front of many audiences is not big barrier for the students if they join an extracurricular activity. It means that this strategy can be used to overcome problems in answering teachers' question.

Review of Related Studies

There are two related studies which are taken by some researchers. These two studies are reviewed below.

Ndun (2015) conducted a study about teachers' question in junior high school English classroom. This research aimed to find out the types of the questions that are used in EFL classroom. Besides, this research also aimed to examine why certain questions are asked in the classroom. This research also aimed to explore students' responses toward teachers' questions. This research was taken place at SMPN 2 Soe. This research used observation and took videos while the English teacher is teaching in grades two. This research found that display question is more asked than referential question. In display question, pronominal question is mostly asked by the teachers. Thus, this study has similarity with this current study in part of teacher's questions. However, there are differences between this study and the current study. This study used evaluation to collect the data. Furthermore, this research aimed at different objectives with the current research.

Kim (2015) conducted a research about an analysis of teachers' question types in inquiry-based classroom and traditional classroom settings. This research aimed to know the difference in the amount of teachers' talk time between teachers in argument based classes and traditional classes. Besides, this research also aimed to know the differences in question types and students' responses between argument-based inquiry classes and traditional classes. There were sixty teachers who participated this research.

This research found that there was a clear difference in the amount of teacher's talk time between teachers in argument-based inquiry and teachers in traditional classes with

greater than a medium effect and there was a clear difference in teacher talk time. This research also found that there was a clear difference in question types between argument-based inquiry classes and traditional classes with greater than a medium effect, there was a clear difference in question types within each group at each time point with greater than a medium effect, and there was an obvious difference in student's responses with greater than a medium effect, and there was a clear difference in student's responses with greater than a medium effect. This research is same as the current research in part of teacher's questions. However, the current research aims to find problems and strategies in answering teacher's questions.

Conceptual Framework

Teacher's question is a question that teachers ask in order to know students' understanding. In answering teachers' questions, the students may face some barriers which are students' self-esteem, students' previous experiences, and anxiety problems. However, there are some strategies that students can use to solve those barriers. These strategies are having many friends, joining particular extracurricular activities, social strategy, and browsing strategy.

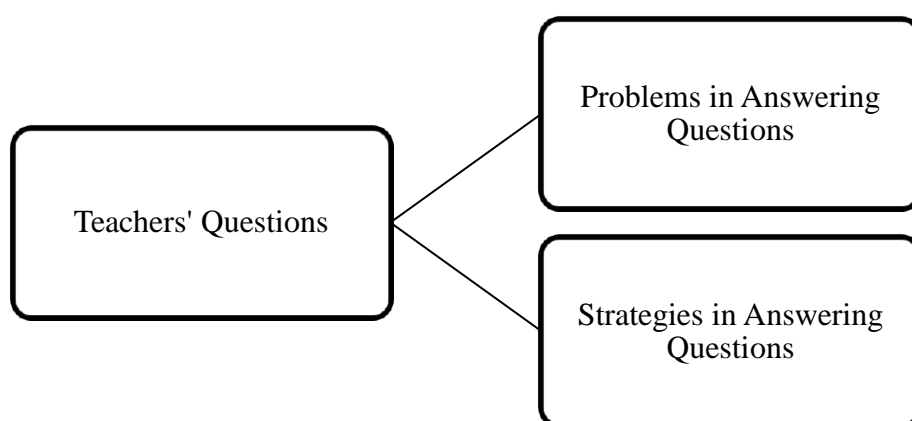


Figure 1.1 Conceptual framework