

CHAPTER II

REVIEW OF LITERATURE

This chapter explains the title, the variables being studied, and the underlying theories. It also serves as a roadmap for understanding what is known so that the researcher can discover what is not yet known and make meaningful contributions.

A. Questioning Strategy

The teaching and learning process cannot be separated from questioning strategies, which play an important role in enhancing students' responses, checking their understanding, and encouraging critical thinking as well as active participation in the classroom. Questioning strategies involve the teacher role as a facilitator, including the ways the teacher delivers instructional material through purposeful questions. This definition is supported by Pandey (2022) questioning is an influential teaching strategy to make the classroom interactive and engaging. It is a crucial component of any language teaching situation that increases students' participation and interest in learning. Meanwhile, Walsh (2013) stated that questioning strategies highlight the "jointness" of classroom interaction, in which the teachers and learners work together to co-construct meaning and ensure that classroom discourse progresses smoothly.

Questioning strategies play an essential role in supporting effective classroom interaction. They not only help the teachers assess students'

understanding but also encourage active participation and meaningful communication. Therefore, implementing effective questioning strategies can increase students' participation in classroom learning. In Vocational High Schools, the teachers need to adapt their questioning strategies to students' vocational programs, learning needs, and classroom characteristics. Since vocational students are prepared for specific occupations, contextualized questions can help them connect English learning with their field of expertise. For example, in a Computer and Network Engineering (*Teknik Komputer Jaringan*) class, an English teacher may ask students to explain computer hardware components, describe network installation procedures, or discuss troubleshooting steps in English. Such questions can encourage students to participate more actively while using English in contexts relevant to their vocational specialization.

B. Teacher's Questioning Strategy

The teacher questioning strategy plays an essential role in the teaching and learning process. Yang (2006) mentions that the teachers' questions can be considered the most powerful device to lead, extend, and control communication in the classroom. It refers to a set of techniques used by the teacher when asking questions during classroom interaction, such as providing wait time, prompting, probing, and redirecting students' responses.

Effective questioning strategies enable the teacher to transform the classroom from a one-way transfer of information into an interactive

learning environment. Research by Rachmawaty & Ariani (2019) emphasizes that questions are the core by which all communication between the teacher and pupils takes place. Questions in the language classroom play a significant role in promoting learners' language proficiency. When questions are delivered skillfully and creatively, they can enhance students' understanding and promote active engagement in the learning process.

The use of strategies such as wait time, probing, and redirecting helps the teacher facilitate deeper thinking and improve students' participation in classroom discussions. Furthermore, for questions to be productive, teachers need to implement them effectively in the classroom. Supported by Ellie Collier, there are several procedures teachers apply to use the questioning strategy effectively in the learning process:

1. The teacher poses the question to the whole class first and then selects a student to answer, so that every student stays prepared to respond.
2. Introduce a wait time. The teacher gives students a few seconds to think before being asked to answer, which results in more considered responses and greater student engagement.
3. The teacher prepares the questions in advance when designing the lesson plan, including what to ask and when to ask it, so that the lesson stays focused on the intended learning outcomes.
4. Use a mix of questions. The teacher combines repeating questions, which are useful for quick fact-checking, with follow-up questions, which encourage students to provide reasoning and deeper thinking.

5. Get students to ask questions. The teacher encourages students to ask questions to one another, which involves both the students asking and the students answering in active thinking.
6. Prepare follow-up questions. The teacher prepares additional questions, such as “What is your reason?”, to extend students’ responses and encourage deeper reasoning.
7. Get students to question themselves. At the beginning of a lesson, the teacher asks students what they already know or want to learn about the topic, which stimulates their interest and helps them reflect on their own understanding.
8. Do not dismiss answers. The teacher appreciates every response given by students, even incorrect ones, and follows up with guiding questions to help them reconsider their thinking.

Therefore, it can be concluded that the teachers' questioning skills have a substantial impact on the effectiveness of the teaching and learning process.

C. Types of Questioning Strategy

Several educational experts found that questioning strategies can be classified into various types based on the purpose and form of questions used in classroom interaction to facilitate students’ learning and encourage active participation. Prompting, Probing, Repeating, and Redirecting are questioning strategies widely discussed in educational and classroom interaction studies.

This study adopts Wangru's (2016) classification of questioning strategies, which summarizes and classifies the teacher questioning strategies into four types: Prompting, Probing, Repeating, and Redirecting. The descriptions of each strategy are presented below.

1. Prompting is a questioning strategy in which the teacher provides hints or clues to help students respond when they experience difficulty in answering the question. Wangru (2016) classified questioning strategies, stating that the prompting strategy is one in which the teacher provides hints, clues, or guidance to help students produce the expected answer.

Example:

The teacher : "What question word do we use to ask about a place?"

Student : "ee... maybe "how" miss?"

The teacher : "It starts with the letter 'W'. To ask about a location..."

Student : "Where..."

The teacher : "Yes, good answer"

In this example, the teacher provides a clue to help the student find the correct answer.

2. Probing is a questioning strategy used by the teacher to manage and control classroom interaction by asking a sequence of follow-up questions to encourage students to provide more complete and detailed responses. Syamsir and Noviarni (2018) concluded that probing in-class learning is a technique to guide students to use the knowledge that

already exists to understand the symptoms or the current situation observed to form comprehension.

Example:

The teacher : “What question word to ask about a person’s reason?”

Students : “Why”

The teacher : “Good. Can you give a sentence using ‘why’?”

Student : “Why are you looking so happy?”

The teacher : “Excellent. What kind of answer do we expect from that question?”

Student : “An explanation or reason miss.”

In this example, the teacher asks follow-up questions to deepen the student’s understanding.

3. Repeating is a strategy in which the teacher restates the same question two or three times to give students more time and opportunity to respond. Supported by Suartini et al. (2020), repetition is the strategy where the teacher repeats the question two or three times until there is a student answers the question.

Example:

The teacher : “Which question word is used to ask about time?”

(no response)

The teacher : “Which question word is used to ask about time?”

(Students are thinking)

The teacher : “Can anyone tell me which question word asks

about time?”

Student : “When miss.”

In this example, the teacher repeats the question to encourage students’ participation.

4. Redirecting refers to a strategy where the teacher poses the same questions to several students to explore different ideas and perspectives from the class. Based on Wangru’s (2016) classification of questioning strategies, redirecting questions to other students are also used when the teacher wants other students to illustrate more or provide more examples.

Example:

The teacher : “Can you make a question using ‘where’?”

Student (Rina) : “Where do you live?”

The teacher : “Good Rina, how about Clarissa? Can you
make another question?”

Student (Clarissa) : “Where is the library?”

The teacher : “Excellent. Andi, how about you?”

Student (Andi) : “Where are you going?”

In this example, the teacher redirects the same task to several students to encourage classroom participation.

In conclusion, these four strategies form the analytical framework used in this study to categorize and interpret the teacher’s questioning strategies during classroom interaction. Questioning strategies, such as prompting, probing, repeating, and redirecting, function as important

instructional techniques that help the teacher manage classroom interactions and guide students' responses. These strategies provide a theoretical foundation for analyzing how the teacher ask questions and interact with students during the English learning process.

D. English Language Teaching

English Language Teaching (ELT) refers to the process of teaching English as a foreign or second language to develop learners' language skills, including listening, speaking, reading, and writing, as well as language components such as vocabulary and grammar. In the context of ELT, teaching is not merely the transmission of knowledge, but a communicative process that encourages interaction between the teacher and students.

In English language teaching, the teachers are the primary drivers of successful learning and must continuously reconstruct their professional identity by critically exploring their own teaching practices and beliefs. Richards (2015) stated that effective teaching emphasizes communicative competence, in which learners actively engage in meaningful interaction rather than passive learning, fostering participation and critical thinking. To achieve this, the teacher plays a key role in designing instructional strategies that facilitate interaction and support students' language development.

English teachers must create learning environments that encourage students to express ideas, ask questions, and respond to others using the target language. Interaction in ELT classrooms is essential because it provides learners with opportunities to practice language, negotiate

meaning, and receive feedback. Therefore, the success of English language teaching largely depends on how the teachers manage classroom interaction and engage students in the learning process.

In Vocational High Schools, English language teaching is expected to be more contextual and practical, focusing on students' future workplace needs. The teachers are required to apply instructional strategies that help students communicate effectively in real-life situations. One of the strategies that support interaction and communication in ELT classrooms is the use of appropriate questioning strategies.

E. Classroom Interaction

Classroom interaction is an important aspect in the teaching and learning process, especially in English Language Teaching (ELT). Interaction in the classroom allows the teacher and students to communicate actively through asking questions, giving responses, expressing ideas, and providing feedback during the learning activities. Through classroom interaction, students are encouraged to participate actively and develop their understanding of the lesson.

Classroom interaction is a pedagogical practice that engages learners in interaction with the teacher and other learners inside the classroom. Supported by Tsui (2001), classroom interaction is the interaction between the teacher and learners in the form of either the teacher-learner interaction or learner-learner interaction. These definitions show that classroom

interaction plays an essential role in creating meaningful communication and learning activities in the classroom.

The teacher-student interaction is one of the most important forms of classroom interaction. In the teaching and learning process, the teachers use interaction to deliver materials, ask questions, guide discussions, and provide feedback to students. Meanwhile, students respond to the teacher questions, express their opinions, and participate in classroom discussions. Effective interaction between the teachers and students can create a positive learning atmosphere and improve students' motivation and participation in learning activities.

In English language learning, classroom interaction becomes highly important because language is learned through communication and practice. Through interaction, students have opportunities to use English actively in speaking, answering questions, and expressing ideas. Questioning practice in classroom interaction helps the teachers encourage students to think critically and express their ideas during the learning process. Furthermore, classroom interaction can occur in several forms during the teaching and learning process.

Based on the explanation above, classroom interaction is considered an essential element in English Language Teaching because it supports communication, student participation, and the development of language skills during the teaching and learning process.

F. The Importance of Questioning Strategy in English Language

Teaching

Questioning strategy plays a vital role in English language teaching because it functions as a tool to stimulate interaction, assess students' understanding, and promote higher-order thinking skills. Through effective questioning, the teacher can encourage students to use English actively and confidently during classroom activities. Well-designed questions can help students develop ideas, expand responses, and engage in meaningful communication. Pandey (2022) argues that questioning strategies, if used properly, make the classroom interactive and enrich the quality of instruction. A good question makes learners think and helps them to analyze things and develop their critical thinking skills.

Recent studies also emphasize that questioning strategies enhance student engagement in ELT classrooms. The findings of Dian Ekawati et al. (2021) found that teachers actively use questioning strategies in classroom interaction to assess students' understanding of previously learned material, attract students' attention, encourage their participation in classroom discussions, and motivate them to engage in learning. These functions indicate that questioning strategies are not only used to evaluate students' comprehension but also to create meaningful interaction and maintain students' involvement throughout the lesson.

Therefore, questioning strategies are essential in English language teaching, as they support interactive learning, promote active student

participation, and help the teacher achieve instructional objectives. The effective use of questioning strategies enables the teacher to create communicative classrooms that foster students' language proficiency and critical thinking skills.

G. Review of Relevant Research

Several previous studies have discussed the teacher's questioning strategies in English classroom interaction. These studies are reviewed to identify similarities and differences with the present research and to determine the research gap.

The first relevant study is a journal article entitled "Exploring the Types of the teacher's Questioning Strategies Used in EFL Secondary School Classroom" conducted by Putri and Trisanti (2025). The similarity between Putri and Trisanti's research and the present study is that both analyze the teacher's questioning strategies during English classroom interaction. The research identified that the teacher utilized four types of questioning strategies, including Prompting, Probing, Repetition, and Redirecting. Their study was conducted in a General Secondary School (SMP) and covered all lesson stages, while the present study was conducted in a Vocational High School (SMK). In addition, the present study focuses on the main activity of the lesson during the teaching and learning process.

The second relevant study is a journal article entitled "English as Foreign Language (EFL) Teachers' Questioning Strategies in Classroom Interaction" conducted by Nashruddin and Putri (2020). The similarity between

Nashruddin and Putri's research and the present study is that both focus on analyzing the teacher's questioning strategies used during English classroom interaction. Nashruddin and Putri identified several questioning strategies, including open questions, closed questions, knowledge questions, prompting, probing, and reinforcement. Their study was conducted in a general secondary school (SMP), while the present study was conducted in a Vocational High School (SMK), where students are prepared for workplace communication. In addition, the present study emphasizes classroom observation to identify questioning strategies used by English teacher in vocational contexts.

The third relevant study conducted by Suartini et al. (2020) entitled "The teacher's Questioning Strategies in Junior High School: A Case Study" aimed to investigate the types of questioning strategies and the types of questions used by English teacher during the teaching and learning process. The data were collected through questionnaires and interviews. The findings revealed that the teacher employed five questioning strategies, namely prompting, probing, redirecting, cold call, and wait. The previous study involved two English teacher at a junior high school, while the present study focuses on one English teacher at A Vocational High School.

The fourth relevant study is an undergraduate thesis entitled "Teachers' Questioning Strategies during the English Classroom Interaction at SMAN 2 Ponorogo" conducted by Sa'adah and Susilowati (2023). The similarity between Sa'adah's research and the present study is that both investigate

types of the teacher's questioning strategies and their functions in classroom interaction. Sa'adah identified various strategies, including reinforcement, probing, adjust or refocus, repeated questions, rephrasing, wait-time, and language use, as well as different types of questions such as managerial, rhetorical, closed, and open questions. The difference in the focus and context. Sa'adah's study was conducted in a general high school, whereas the present study was conducted in A Vocational High School to explore questioning strategies in a context where students are being prepared for future employment.

Based on the review of previous studies above, it can be concluded that although many studies have investigated the teacher's questioning strategies and types of questions, limited research has specifically focused on English teacher questioning strategies in Vocational High Schools through systematic classroom observation. Therefore, the present study aims to fill this gap by analyzing the types of questioning strategies used by English teacher in Vocational High School classrooms.

H. Theoretical Framework

In English language teaching, especially in Vocational High Schools, classroom interaction plays a crucial role in developing students' communicative competence. One of the key factors influencing classroom interaction is the teacher's questioning strategy.

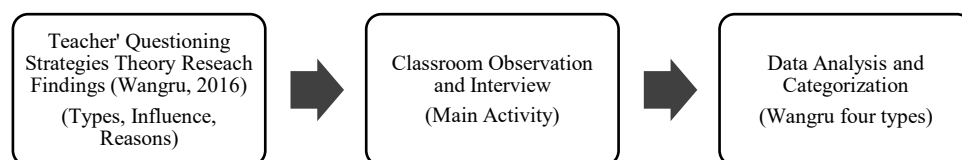
Questioning strategies serve as instructional tools that enable the teacher to guide learning, stimulate students' thinking, and encourage

participation. Questioning strategies can be defined as the deliberate techniques employed by the teacher in designing and delivering questions to achieve specific instructional goals. These strategies involve not only the types of questions posed but also how, when, and to whom the questions are addressed during the learning process. Effective questioning strategies help the teacher check students' understanding, stimulate critical thinking, and maintain students' attention throughout the lesson. The increasing availability of smartphones in schools provides students with constant access to various digital applications and entertainment, which can easily distract them from learning activities during class. This situation may reduce students' attention to instructional materials and limit meaningful classroom interaction.

Therefore, the use of engaging and well-designed questioning strategies becomes increasingly important. The teacher encouraged to apply varied and innovative questioning strategies that can attract students' attention and actively involve them in the learning process, including strategies that integrate the use of smartphones as learning tools rather than sources of distraction. By utilizing diverse questioning strategies, the teacher can transform classroom interaction into a more interactive and student-centered environment. It is expected that the effective use of questioning strategies will enhance students' participation, focus, and activeness in English classroom activities, particularly in Vocational High School contexts.

In conclusion, the teacher's questioning strategies play a crucial role in enhancing students' engagement and understanding in English language learning, particularly in Vocational High School classrooms. The effective use of questioning strategies enables the teacher to manage classroom interaction, stimulate students' thinking, and encourage active participation. By applying questioning strategies such as Prompting, Probing, Repeating, and Redirecting, the teacher can create a more interactive and meaningful learning environment. These questioning strategies not only support students' comprehension but also foster critical thinking and communicative skills, which are essential for vocational students in preparing for real-life communication and future workplace demands.

Figure 1.1 Theoretical Framework Design



As presented in Figure 1.1, the theoretical framework begins with the theory of the teacher's questioning strategies proposed by Wangru (2016), which classifies questioning into four types: Prompting, Probing, Repeating, and Redirecting. This theoretical basis directs the research focus toward classroom observation and interview as the primary methods of data collection. The collected data are then analyzed and categorized according to the four types of questioning strategies, the types of strategies used, their influence on classroom interaction, and the teacher's reasons for applying them.