CHAPTER II

LITERATURE REVIEW

2.1 Concept of Reading

Reading is a dynamic, purposeful, collaborative, detailed, scalable practice that requires considerable time and resources to create. Reading is flexible, meaning that The reader uses a variety of strategies to read efficiently (Bojovic, 2010, p. 1). In addition, Patel and Jain (2008), Reading is certainly an important activity for the development of language skills. Then, Reading is a process that takes place with the decoding of printed material and ends with the construction of meaning through an active interaction between the writer and the reader. In brief, reading is a complex process in which the ideas of the author are reconstructed in order to gain meaning from the print.

Reading is an activity with a purpose. According to (Sheeba and Ahmad, 2018), the aim for reading is also to decide the best approach to reading comprehension. A person who wants to know whether he or she can afford to eat at a specific restaurant needs to understand the price details on the menu, but does not need to remember the name of each of the appetizers mentioned. A individual reading poetry for pleasure needs to understand the words used by the poet and the way they are put together but does not need to identify the main concept and support the specifics. In brief, Reading is an activity aimed at gaining primary knowledge.

Reading is a part of the English language competence skills which mainly involve both understanding and comprehending the texts as a whole. According to

Nunan (2003) Reading is a fluent process of readers integrating text-based information with their own context knowledge to create meaning. Additionally, Reading is described as a complicated process as it covers interrelated phisycal and cognitive attributes (Gokhan, 2017, p.484). Pointedly, reading is a complex activity because it need in-depth comprehension.

Reading is an immersive method in which readers create meaningful text representation using successful reading strategies. Successful reading techniques are known to be significant skills that have been specially based on students' reading comprehension skills (Sabouri, 2016, p. 229). In short, reading is an imginary activity to do a long with significant strategies in doing it.

2.2 Concept of Teaching Reading

Reading is the identification of different written symbols with current awareness and understanding of information and ideas conveyed by instruction. Farrel states that concept of teaching reading to help students become more aware of their own habits, good or bad, as reflected on reading process.

In the Holy Qur'an, Allah promised that Allah will enable those who have knowledge, it relates to Q.S. Al-Mujadallah : 11 as follows:

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِى ٱلْمَجَـٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَـٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝

Meaning: "You who have believe, when you are told, "space yourselves" in assemblies, then make space: Allah will make space for you, and when you are told, "Arise," then arise: Allah will raise those who have believed among you and

those who were given knowledge, by degress, and Allah is acquainted with what you do."

Moreover, In teaching English as a foreign language, a creative teacher should have teaching strategy or method. Teacher should provide strategy or method that may favour students with diffent ways in learning, because teaching never cause learning but rather creates the condition in which learning can occur. Harmer (1998), convey that there are six concepts behind the teaching of reading, as follows: (1) Reading is not Passive Skill; (2) Students must be interested in reading; (3) Students should be encouraged to respond to the substance of the reading text, not just to the language; (4) Prediction is a key factor in reading; (5) Match the challenge to the subject; (6) Good teachers make the most of reading the text. Form the definition above, it can be assumed that teaching reading can help student to improve their communication, to get information based on the text, it becomes important to improve their ability.

2.3 Stages in Teaching Reading

Reading is a means for human to be able to communicate with others in the way of written form. According to Pang et al. (2003) reading is about understanding written texts. In addition, Gear (2006, p.15) claims that teaching reading have three stages, as follows:

a.   Pre-reading stages

In this stage, to help students focus on the text prior to reading. It is considered important in doing this activity based on students' background

knowledge. This activity is done before the students read the text. The aim of this activity is to led students predict the content of the reading text.

b.   While reading stages

To teach students how to think while they are readin. This is the main activity, because this stages help the students to understand the researchers' purpose in the text, help the students to understand the structure, and help the students to clarify the content of the text. Moreover, the teacher should help the students in such a way so that they learn to read efficiently and to develop their reading comprehension. It is necessary for lower level students to listen to their teachers' reading or a tape in order to understand the reading text better.

c.   Post reading

To enchange students' reading and help them respond to the text in a meaningful way. This stages generally used to train the students to do a new ability related to ability in comprehending the texts.

2.4 Classroom Interaction

In the field of teaching foreign languages, interaction in the classroom is different from everyday interaction. It can be seen from the definitions of diverse experts. According to Richards, (2002) classroom interaction is verbal and non-verbal communication patterns and the types of social relationships that occurin the classroom (p. 80). Brown, (2001) emphasizes that the most important key to create an interactive language classroom is the initiation of interaction by the teacher(p. 169).

Futhermore, Chaudron, (1998) classroom interaction includes activities such as turn-taking, questioning and answering, negotiation of meaning and feedback (p. 10). Adaba, (2017) mention that classroom interaction is a activity which improves the development of language skills. He also defined interaction in the classroom as an essential part of teaching learning process (p. 2). In short, classroom interaction is communication between teachers and students during the teaching learning process.

Based on some theories interpretations, it can be concluded that classroom interaction is a process of thinking and sharing ideas through verbal or non verbal communication that can improve the language skills of the students. Furthermore, interaction in classrooms can be used to educate students about material understanding and language development in the classroom. Then, Jia (2013) convey that there are five strategies of promoting classroom interaction as followings:

1.   Improving Questioning Strategies

The attention of the teacher to the learners can activate the teacher-learner interaction. The teacher should ask the question that can be answered by the learners then the teacher adapt his questions to the levels or abilities of the learners.

2.   Attending to Learners' Linguistic Level

The activities should offer different language level to different learners. The used material reflects the unique needs of those learners at the level they have reached.

3.   Implementing Cooperative Learning

Working cooperatively can helps development of learner's social skills. Cooperative learning means that every member of the group is included and differences among group member are resolved by the group members.

4.   Building Positive Teacher-Learner Rapport

Mutual respect between teacher and learners is essential part of education. The dynamic qualities of classroom learning need the responsible from both of teacher and learner.

5.   Reducing Classroom Anxiety

The teacher helps the learners to boost their self-esteem and self-confidence and create confortable and non-threating environment.

2.6 Concept of Question

Any sentence that has a questionable form or purpose is a query. The problem of teachers in classroom learning activities is described as instructional signs or stimuli that convey elements of content to be learned and instructions for what to do and how to do it to the students. According Wragg and Brown (2001) question is a key element in the development of education and the facilitation of learning. Farmer (2006) also stated that question is a ability to cross the information route unknow. That is why challenging things that should be done in classroom learning activities is relevant.

Asking question is common tool used by teachers throught the teaching and learning process. Harlen and Qualter (2004) stated that the question of teachers play a role in each phase of the students' scientific research. It means

questions could encorage students' exploration of scientific phenomena and skill in the process of creation.

2.7 Concept of Questioning Strategy

Questioning strategy is one of the main aspects of learning and teaching processes. According to Chin (2007) questioning strategy is characterized by flexibility as teacher adjust student based on questioning to engage students in higher level thinking. Harvey (2000) explained that questioning strategy is most effective when it enables students to participate fully in the learning process. It means teachers should think ahead of teaching and learning process how to create the strategic questioning in their lesson plan.

Questioning strategy is crucial dimension of teaching and learning process. Walsh (2011) state that questioning strategy is the strategies used by (normally) teachers to get learners to respond that typically entail asking questions. Additionally, Questioning strategy is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and help (Gather, 2008, p.4). It means that through questioning, the teachers able to know what the students know and what they do not know. Questions help teachers and learners in teaching learning process.

2.8 The Importance of Questioning Strategy

Questions have a big part to play in communication. It is used as a platform for learning to facilitate interaction. As justifications for the value of asking questions, Richards and Lockharts (1994) stated the following: (1) They

stimulate and maintain students' interest, (2) They encourage students to think and focus on the content of the lesson, (3) They enable teachers to check students' understanding, (4) They enable teacher to elicit particular structures or vocabulary items, (5) They encourage students participate in a lesson.

Additionally, Brown (2001), proposes that adequate questioning in an interactive classroom can fulfill various functions, as follows: Teacher questions give students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves, (i) Teacher questions can serve to initiate a chain reaction to student interaction among themselves, (ii) Teacher questions gives the instructor immediate feedback on student comprehension, (iii) Teacher questions provide students with opportunities to find out what they think by hearing what they say.

2.9 Types of Questioning Strategies

To improve the proficiency of students in the target language, teachers use different types of questions to make teaching successful. Three types of questions are based on Richard and Lockharts (1994), which are procedural, convergent and divergent questions. First Procedural questions have to do with classroom procedures, routines and classroom management as oppossed to the content of learning. Richards and Lockharts stated that the questions ussually occur in a classroom to check students understanding or check students assignment. The examples of procedural questions is did everyone bring their homework? do you understand what you have to do? or did anyone bring a dictionary to class?

Second, Convergent questions usually encourage students to response the questions which focus on a main topic. The answer of convergent questions usually based on the material that has been presented. The responses of this questions are often short answer, such as "yes" or "no" or short statement. Thus, this type of question is not engaging students to think in higher level but to engage students to focus on the recall of information that has been presented previously. Convergent questions used by a teacher for example, who is the main character of this story?, what is the main character's coat? or how many adverbs in these sentences?

Third, Divergent questions are the questions that encourage students to answer the questions in higher level thinking. They encourage students to answer the questions based on their knowledge, experience and information rather than based on the material that has been presented. It means that the students require to answer with a longer answer and more complex answer. Divergent questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes. For instance, what do you predict will happen to the main character? or what should the main character do to solve his problem?

2.10 The Application of Questioning Strategy

There have been some studies about teachers' questioning strategy. Durkin (1979) reveals that most teachers asked students questions after they had taught. Additionally, Eble (1988) argues that teachers' questions can be applied in three sessions: (1) questions play at the beginning, (2) questions play at the middle of

teaching, (3) and the questions play at the end after teaching in the classroom (as cited in Sujiarti et al, 2016, p. 111). The questions are used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the questions are also used. Furthermore, the questions are applied in each section based on the functions. It implies that questions are often used at the end of the lesson, but questions are also used at some point at the beginning and in the middle of teaching.

1.   Questioning at the beginning

In the beginning of a class, giving questions as opening questions in a conversation can makes easy for the students to answer, and does not force them to reveal too much about themselves. The questions before teaching can be in written as a quiz or oral questions. In this session, questions play as instructional which is the question focuses on the role that questions plays in helping students learn new material and integrating it with the old one. This questions' session can also be motivational for encouraging students' motivation to learn more and increase students' curiosity with the lesson is going.

Addressing questions before teaching and studying material is effective for students who are low/ high ability, and/or known to be interested in the subject matter. Eble (1988) state that some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparation (as cited in Sujiarti et al, 2016, p. 111).

2. Questioning at the middle of the class

Questioning at the middle is very effective in producing achievement, it gains more than instruction carried out without questioning students. Students perform better on lesson item previously asked as recitation questions than on items they have not been exposed to before. An oral question is suitable used for during class teaching and on learning process because it is more effective in fostering learning than are written questions. Asking questions on during class teaching learning process is positively related to learning facts. Based on the functions, the questions in this session can be as confirmation check and clarification request. It also can be motivational for students in increasing their power to mastering all the material. Furthermore, increasing the frequency of classroom questions during the class does not enhance the learning of more complex material. Students and readers or listener tend to focus only on material that will help them to answer the questions if these are posed before the lesson is end.

In this session, teachers can use yes/no question or display question, or other type question which is needed by teachers. For instance, teachers want to ensure their self that the students have understood before move to other explanation or other sub topic. It also gives students chance to make clarification with an ambiguous meaning of the learning process. Questioning students during the class can motivate students to learn more.

3. Questioning at the end of the class

Questioning at the end is mostly used by teachers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether have been running well or not. In this section, it is essential for teachers to apply recall question, a referential question to check students' understanding. Open/closed questions, or other type question can also be used by teachers in completing the target learning. Teacher can use both oral questions and written test. Based on the functions, the teacher gives questions in this session as a diagnostic tool or comprehension check when teacher needs to check students understanding and the quality of learning.

2.11 Previous Related Studies

There are previous studies related to this research, the study was carried out by Farahian and Rezaee (2012) entitled *"A Case Study of an EFL Teacher's Type of Questions: An Investigation into Classroom Interaction"*. The aim of this study is to find out what kind of questions the teacher has asked, the purpose of asking such questions and the kind of answer and participations that they have provoked. Types of questions the researcher uses: open and closed questions, display and referential questions, and yes/no questions. The participant of this study is an EFL instructor, as well as 15 pre-intermediate students. The researcher used the data to collect documentation. The study result is display questions and yes/no questions were the teacher's most used question and students' responses were typically made up of single words or clear phrases. The preceding analysis is

identical to current one. But the current research still presents differences. The current research focuses on the types of Richard and Lockhart theory based questions. The current researcher focuses also on the student's perception of the teacher qusetion strategy used in class.

The second previous study was Sujariati (2016) entitled *"English Teacher's Questioning Strategies in English Foreign Language Classroom at SMAN 1 Bontomarannu"*. The outcome of this study showed that in each teaching session the instructor used questioning techniques by applying some kind of questions and conducting the kind of questions. Types of questions which were used open/closed questions, display questions, referential questions, and recall questions. The dominant were open/closed and display questions. The teacher also applied some questioning techniques, such as repeating the questions, stressing the topic, translating into Bahasa Indonesia or combining the questions, moving closer to student, and gaving the students reward. The result of the study also showed that application of questioning in the EFL classroom could offer potential effects. Many of the students' answer proved it. This previous study is close to the present study. But the latest work still variations. Present research centers on teaching reading at junior high school, while Sujariati (2016) conducted his study in EFL classroom at high school student.

Third of the previous study was Qashoa (2013) entitled "Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction". The results of this study indicate a need to take a close look at the teacher questioning act. To promote interaction in the classroom and develop L2 learning,

teachers in the UAE schools need to increase their awareness of the different types of questions and their positions in communication and interaction in the classroom, The similarity between previous and present study is to find out the strategies used by teachers when asking questions. The difference among preceding and present research is the place in which previous study was focused in three UAE public secondary schools, meanwhile the present one is focused on junior high school level.