

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some review of relevant theories related to the topic of research and previous studies.

A. Review of Related Theories

1. Teacher Talk

a. The definition of Teacher Talk

Richard (1993:375) defines teacher talk as "a variety of language sometimes used by teacher when they are in the process of teaching." Ellis (1994) has formulated his own view about teacher talk: "Teacher talk means the teacher's address the classroom language learner differently from the way that they address other kinds of classroom language learners." (Sinclair and Brazil, 1982) in Yanfen and Yuqin (2010:77) defined teacher talk as "the language in the classroom that takes up the major portion of class time employed to give directions, explain activities and check students' understanding". So, The kind of language used by teacher in the process of teaching known as teacher talk (TT).

Teacher talk is simplified in any ways, such vocabulary, grammatically, pronunciation, syntactically, semantically etc. According to Lynch (2010:41), there are four commonest ways input modifications in teacher talk, these are vocabulary, grammar, pronunciation, and Non verbal. In the term of vocabulary, teacher talk use more common vocabulary, avoidance of idioms, and use nouns rather than

pronouns. Besides, grammatically teacher talk often in shorter utterances, less complex utterances, more regular surface structure, and increased use of present tense. Moreover, in the term of pronunciation, teacher talk has several characteristics these are slower speech, clearer articulation, more frequent use of standard forms, less vowel reduction, greater stress differentiation, wider pitch range, more and long pauses. Teacher talk also often employed non verbal language such as gesture and facial expression.

b. Teacher Talk and Language Classroom

There are many aspects influencing the success of teaching and learning process. In language classroom, teachers' voices is one of the most influential aspects on the success of teaching and learning. How they speak, what voice sounds like, and what kinds of language they use have crucial impact on classes.

In talking to their students many teachers prefers using the learners' mother tongue rather than using the target language. By using the learners' mother tongue, the lesson will be clearly and efficiently., but in the other hand it also decreases the students' opportunities from the exposure to the target language. One of the purposes of learning language is for communication, so there are some ways for keeping student's opportunities to the exposure of the target language. "Teacher should speak English for the majority of the time so that the students are

constantly exposed to how English sounds and what it feels like”(Harmer, 2007: 179).

c. The Role of Teacher Talk in Foreign Language Learning

In teaching and learning language, teacher talk is an important aspect because it influences the success of the teaching and learning process. According to Stern (1983:400) “...teacher talk is likely to be the major or even the only source of target language input”. Specially when the second language is learnt as a foreign language class in non-supportive environment, like in Indonesia. Teacher talk also influence students’ acquisition of English, According to SLA theory proposed by Krashen in Setiawati (2012) “Teacher Talk determines successful language learning by providing plenty of high quality input”. Moreover, Nunan (1991) in Setyawati (2012) explained that “teacher talk is crucial importance, not only for the organization of the classroom but also for the process of acquisition”. It is through language that teachers either succeed or fail in implementing their plans. In terms of acquisition, teacher talk is important, because it is probably the major source of comprehensible target language input that the learner is likely to receive. Teacher talk is an interactive device to stimulate the students to speak up in the classroom. Yanfen and Yuqin formulated their view about this case as follows:

teacher talk plays very important role in the teaching process as an interactive device. For teachers would employ a lot of interactive devices such as repetition, prompting, prodding, and expansions, which would be evoking more interactions between teachers and students.

It is not easy to determine the best and the most effective teacher talk. One of the reason is every teacher has their certain characteristics which are influenced by the age, sex, previous education, and personal qualities. Stern (1983:500) stated “teachers also bring their language background and experience, and more less formulated theoretical presuppositions about language, language learning and teaching”

The important issue is whether the quantity of teacher talk influences learners’ target language acquisition of foreign language learning. Many researcher have proved that teachers tend to do most the classroom talk- over 70% of the total talk. (Cook, 2000; Chaudron, 1998 in setiawati 2012).When teacher talk dominates the classroom, so the students will have a little chance to speak up in the target language. It means that the students have little opportunity to develop their language proficiency. (Harmer, 2000: 4) points out that “the best lessons are ones where student talk time is maximized. Getting students to speak – to use language they are learning - is a vital part of a teacher’s job”.

From those explanations, we can conclude that teacher talk in the English Foreign Language (EFL) classroom has important function; it serves as a valuable input to language exposure.

2. Teacher's Question

a. The definition of teacher's question

Question is sentence, phrase, that ask for information (Oxford Learner's Pocket Dictionary). In Cambridge Advance Learner's dictionary, question is a sentence or a phrase used to find out information. Moreover, Richards *et al* (1993:303) stated that question is "a sentence adressed to a listener or reader and asks for an expression of fact, opinion, belief etc. Ur (1996:229) defines a question in the context of teaching is "teacher utterance which has the objective of eliciting an oral response from the learner(s). In conclusion teacher's question is sentence or phrase that used by the teacher to make interactive teaching and learning. Questioning is a universally used activation in teaching .Ur (1996:228). Teacher's question are not always in the form of interrogatives, but might in the form of command or others. For example, the question:

'What can you see in this picture?'

May be expressed by the statement:

'We'll describe what is going on in this picture.'

Or by command:

Tell me what you can see in this picture.'

b. The reason for questioning

The most important key to create an interactive language classroom is the initiation of interaction by the teacher. The teacher should give a stimuli for the students to have interaction. This can be done using questioning. Below the reason for questioning from some experts:

According to Chitavelu *et al* (2005:284) the reason for questioning divided into five, those are:

Question help to:

- actively involve students in the lesson.
- arouse students' interest and curiosity.
- focus attention on particular point or concept.
- encourage students to form and express idea based on what is discussed.
- encourage students to form the habit of asking question.

Meanwhile, Ur (1996:229) classifies the reason for questioning into eleven, those are:

- To provide a model for language or thinking.
- To find out something from the learners (facts, ideas, opinions).
- To check or test understanding, knowledge or skill.
- To get learners to be active in their learning.
- To direct attention to the topic being learned.

- To inform the class via the answer of the stronger learners rather than through the teacher's input.
- To provide weaker learners with an opportunity to participate.
- To stimulate thinking (logical, reflective or imaginative); to probe more deeply into issues.
- To get learners to review and practice previously learnt material.
- To encourage self expression.
- To communicate to learners that the teacher is genuinely interested in what they think.

c. Types of Teacher's Question

In the interaction between students and teacher in the classroom, the teacher uses questions for a variety of purposes. Brown (2001,171) states that "asking a lot of questions in your classroom will not by any means guarantee stimulation of interaction. So, it is beneficial for the teacher to be aware of the different kinds of questions that the teacher can asks in order to increase not just the amount but also the quality of students participation. Here are the types of questions based on some experts, According to Chitravelu *et al* (2005:285) there are three types of questions, those are:

1) Focussing questions

Focussing questions focus attention on the material being discussed. It establishes the context and attempts to link the content of the

lesson with the students' experiential knowledge. This types of question can be used to elicit what the student knows or has learnt, to know students interest at the start of the lesson or to check student's understanding at the end of the lesson. For example: Do you have garden at home?

2) Prompting Questions

Prompting questions are used by the teacher when he/she does not get a response from the students. The teacher can uses hints or clues to help the students answer the question. Usually, the original question is rephrased and clues are added. Take a look to example below:

T: What is this flower called?

S: (no response)

T: Do you know what the national flower of Malaysia is called?

S: Hibiscus?

T: That's right. This is the national flower of Malaysia. So, this flower is.....

S: A hibiscus

Prompting questions also can be used to allow students to correct an initial response which was wrong. Here, the example:

T: Can you name an object you find in the classroom, Saedah?

S: Carpet

T: Do you see a carpet in our classroom?

S: Do you usually find carpets in classrooms?

T: Can you give us another example?

S: Duster

The student is allowed to feel a sense of success which will encourage his participation in class. At the same time, this kind of question which encourages a student to look for the answer within himself also builds up his thinking skills and puts him on the way to independent learning.

3) Probing questions

Probing questions are asked the students to clarify their answer by providing more details, reasons or further explanations. The student has to think about his initial answer more thoroughly when the teacher asks him. Here are the examples: 'What do you mean by that?' 'Why do you say that?' or 'Can you tell us more about it?'

Below are another classification of different types of questions. Here are the categories of questions and typical classroom question words proposed by Louisell and Descamps (1992:70-72):

a) Knowledge questions

Louisell and Descamps (1992:70) defines "knowledge questions are used to verify the students' recollection of facts which are essential for understanding of concepts or the application of rules". Knowledge questions have only one correct answer and refer to information presented

to the students through the lesson or reading materials. It also can be used to review the material which has been learned or to warm up class members and give a sense of accomplishment before moving on to a new learning task.

The examples of knowledge questions are below:

“Who was the president of the Union during the Civil War?”

“What is the formula to calculate the area of square?”

“Where is Canada?”

“When did the American Civil War begin?”

b) Comprehension questions

Comprehension questions are designed to verify understanding of the ideas, concepts, and generalizations presented in class or through reading materials (Louisell and Descamps, 1992:70). From the definition above, it can be said that the function of comprehension is to check the students’ understanding toward new ideas or materials. To answer comprehension questions, the students should organize their own words, not memorized the word. Louisell and Descamps (1992:70) states “When answering comprehension questions, the students should use their own words, rather than memorized definitions to demonstrate that they understand the concepts taught and are able to explain them.

Although in comprehension question only have one correct answer, but the students may be answer with various degree of accuracy and detail.

The examples of questions are:

“Can anyone explain what gravity is?”

“What is freedom of speech?”

“What is the difference between fact and opinion?”

c) Application questions

Louisell and Descamps (1992:70) states that “application questions require students to apply a rule or principle”. Through application questions, the students are asked to find examples of abstract concepts the use of rules. Application questions help the students to understand what concept they are learn as they relate to their worlds. Below are the examples of Application questions:

“How can we find the phonetic pronunciation of fable?”

“At what latitude and longitude is Boston located?”

“Which of the following words is an adjective?”

“How many centimeters wide is your desk?”

“Can you give an example of freedom speech?”

d) Analysis questions

According to Louisell and Descamps (1992:70) “analysis questions require students to find reasons, relationships, motives, meanings, or characteristics that have not been discussed in the lesson.” The learners are stimulated to think critically. By analysis questions the students are led to analyze information, draw conclusions, and form generalizations. There are many possible answers to answer analysis questions, not only one correct answer. As a result, the teachers should be able to establish a supportive environment when using them. So, the students do not have a fear of being wrong. Below are the examples of analysis questions:

“Why do you think Johnny joined the circus?”

“What is it meant by ‘America is the land of opportunity?’”

e) Synthesis questions

Louisell and Descamps (1992:70) states that “Synthesis questions encourage students to find solutions.” They stimulate creative thinking and problem solving abilities. The students are given a situation, then they make predictions, invent, new ways to resolve a conflict. Describe how a character could have acted, hypothesize relationships, come up with new names, and define new rules. Synthesis questions do not have one correct answer. Here the example of Synthesis questions:

“What would be another ending the story?”

“What would happen if we added more salt to the solution?”

“Can you come up with another way to move piano?”

f) Evaluation questions

Evaluation questions “require that students give educated opinions and judge the merits of events or actions”(Louisell and Descamps, 1992:70). In other words, evaluation questions asked students to make judgment of good and bad and stating why. So, the students are asked to support their judgments and opinions in a rational manner. The example of Evaluation questions are:

“Would you support the use of nuclear power to generate electricity?”

“Is it correct for Americans to consume such a high proportion of the earth’s resources?”

“Should schools have dances for sixth graders?”

d. Level of Questions

Questions have cognitive effect on the student’s thinking. When the students are asked a question by the teacher, they are prompted to think. The students might to be directed to focus on narrow and specific answer, but in such occasion they are to be encouraged form an opinion, think creatively, produce something unique or make judgements. The level of students’ thinking will depend on the teacher’s questions. Jacobsen *et*

al (2009:174) divides the question based on its level into two, those are low level questions and high level questions

1) High level questions

Jacobsen *et al* (2009:174) defines “high level questions are asked students to remember the information which they have learned”. In other occasion, low level questions often produce yes/no answer and also choose between the two alternative answers. Such cases, because the teacher do not really sure whether the students had conceptualized the material or not. The teacher should aware that the used of low level questions must be determined. According to Jacobsen *et al* (2009:174) there are some reasons why the teacher uses the low level questions: the first is to know the students background knowledge. The second is to remember about the student about the important information. The third is to build the base information which will be used on the high level questions. According to the explanation above, here are the examples of low level questions: What is phythagoras theory?; How do you spell the word anonymous?

2) High level questions

In any occasions it is necessary for the teacher to use the low level questions, but when the teachers want the students to relate between or among the ideas and broad their thinking, the teachers must use the high level questions. Jacobsen *et al* (2009:174) defines the “high level questions are asked the students to do the intellectual process, relate and

change the ideas". The level of difficulties in high level questions, but the important characteristics of this questions is asked the students to think more than just remembering the information.

Although the high level questions intrinsically better than low level question, the teacher should consider the fact that the low level questions actually can be used to wider and to forceful the students's base knowledges. Beside that, the teachers should consider about their questioning purpose and the questioning reason. Good and Brophy, 2008 cited in Jacobsen *et al* (2009:175) states as follows:

The research concerning about the benefit of the this two level of questions is underlined the complexity of teaching and the important of the purposes that must be determined by the teacher before giving questions to the students.

To make clear the distinction of the two kind of level questions, let's see the classifications system like bloom's Taxonomy with it's six level of cognitive thinking. It can be used as the frameworks for fomulating questions at the appropriate levels in the classroom. The following is the table proposed by Moore (1989) as cited in Chitravelu (2005:284):

Table 2.1 The category of level questions

Category	Type of thinking	Example
Factual	Students simply recall information.	Who was? What is the story about?
Empirical	Students integrates and analyses given or recalled information.	Compare..... Using your own words, tell us....
Productive	Students think creatively and imaginatively to produce something unique.	What's a good name for...? How would you...?
Evaluative	Students makes judgements or expresses values.	Which is the best...? Why do you like...?

Moore's Mental operation system cited in Chitravelu (2005:284)

Moore (1989) as cited in Chitravelu (2005:284) presents the table above based on the four category Mental Operations Systems. It can be used as a guide for the teachers in the classroom, as it indicates the type of the students' thinking.

e. Questioning Techniques

Questioning is reflect how well we teach. If the teacher questions well means that she/ He teach well, on the other hand if the teacher question bad means that she/He teach bad. Chitravelu (2005:285) states that "It has been said that to question well is to teach well". Therefore, the

questions not only appropriate on the level and the type of questions, but also must be asked well. Below are some questioning techniques:

1) Distribution

According to Chitravelu *et al* (2005:285) in this technique, the teachers are suggested to distribute the questions at random to cover the whole class. The teachers are not allowed to give questions directly just at a few bright students, or just following a mechanical system such as proceeding row by row.

2) Wait time

According to Arends (2004:430) “wait time is the pause between the teacher’s question and the students’ response and between the student’s response and the teacher’s reaction.” The teachers are suggested to pause after asking a question. It will improve the quality of the student’s answer. As Chitravelu *et al* (2005:285) states as follows:

The student needs time to think and formulate their answer as well as build confidence to make a response. The complexity of the questions influences the amount of time needed by the student to formulate the answer. For example, a question like ‘What is the capital of Indonesia?’ will require less time for an answer than ‘Tell me how Salmah and Rashid prepare for Hari Raya’.

When the teachers are asking a complex question, it is advisable to pause a while after asking that complex question. It is to know whether the students understand or not. If the students actually do not understand

yet, the teacher need to rephrase the question or prompt them. Chitravelu *et al* (2005:286) states as follows:

Another technique to consider is to pause a little while after asking a complex question. Visually check to see if your students understand to decide if you need to rephrase the question or prompt them.

To know the students understanding towards the complex question, the teachers can call individual student. By calling individual students, everyone in the class will be forced to think about the answer, not only the students whom the teachers call.

3) Redirection

Chitravelu *et al* (2005:286) states that redirection means the teacher can increase the amount students's participation by asking a number of students to respond to the same participation. Redirect the question from one student to another student is one of the teacher's functions. Beside call for volunteer students to respond the questions, the teacher also need to call non volunteer students to participate. This way can be a stimulation of interest and also increase learning.

4) Phrasing

Chitravelu *et al* (2005:286) states that "question should be clearly phrased and should not be more complex than the answer required." The question should be relevant with the lesson objectives using language that is familiar and easily understood. So, the teacher should ask the question based on their students' language ability, and also the lesson objectives.

B. Previous Studies

1. Xiao-Yan (2006)

Xiao-Yan (2006) investigate how teacher talk in foreign language classrooms in China affects foreign language learning (English language) from different perspective-comparing the student's preferences towards the ideal teacher with real teacher talk. First of all, students count a significant part of learning on teacher talk and their preferences towards to the ideal teacher talk greatly run contrary to the current college English teaching. For most students, teacher talk serves as the most valuable input of language exposure. They believed that learning from TT is one of the most effective learning strategies. But over half of the students believe teacher talk occupies too much of the class time at the present and should be decreased. They show their strong desire for participation in the interactional classroom activities. Discussion and practicing the new linguistic materials are welcomed. Most of the students agreed on the idea that errors should be corrected when they are produced in answers. They expect the positive feedback from teachers to encourage them.

Secondly, it is found that current college English teaching run contrary to the students' expectation and preferences. With its distinctive features, the English classroom is still the teacher-dominated one and students only play passive roles. Teacher talk , which manifested by series of rituals of questioning, feedback and talk time explored in this research, are found not only contradicts to the students' desire, but also to the teaching theories. In the

case study, the amount of teacher talk occupies most of the class period. Most of the questions asked by the teachers are display ones, which focus on the linguistic knowledge instead of generating the interaction to foster communicative competence. They use questions for the following purpose: to check or test understanding, knowledge or skill; to get learners to review and practice previously learnt material. Most of the time they use questions to check or test the students' understanding about the text and the knowledge, not to stimulate thinking or to probe more deeply into issues; According to the Output Hypothesis mentioned in Chapter 2, the teachers' questions can not help the students learning effectively.

In the classes under the investigation, the teachers' questions have such a tendency: most of the teachers mainly focus on the students' literal understanding about the text such as the words, phrases, sentences and fixed expressions, and neglect to let students practice language through using them. According to the theories discussed in Chapter 2, this will hinder the development of students' language ability. This finding is in line with Zhao Xiaohong's (1998). Because referential questions are beneficial to the development of students' communicative competence, so teachers should use more referential questions. Since answering questions is often regarded as a way of practicing the language, students are generally expected to participate actively. As for the feedback and error correction, all teachers prefer positive feedback over negative feedback. But one effective way of praising, that is, praises followed by appraisals, is not used frequently in our study. The

frequency of error treatment reveals that the controversial issue, namely, whether error being corrected immediately the moment it occurs or not, is not only preferred by most of the students but is used by the teachers in a high frequency.

2. LIU Yanfen and ZHAO Yuqin (2010)

The success of teaching depends to a large extent on the way teachers talk and interactions that occur between teachers and students. And the happening of interaction is affected directly by ways of teacher talk. This study investigated ways of teacher talk preferred respectively by teachers and students. It was found that in initiating an interaction, invitation is the first preferred choice by both teachers and students, but the least employed one. Question was more preferred by teachers and the least preferred by students, but it is the mostly used one. As for question as a way of initiating interactions, both teachers (15%, order 2) and students (8%, order 2) chose it as a second one, but it is the mostly used one in class (48%, order 1). Actually asking questions is traditionally the most frequently used way to motivate interactions. But teachers just use them in a more direct way rather than an indirect way. Teachers could make their questions gentler just by adding a few auxiliary words, so that the questions would be more welcomed by students. In terms of questions types, it was found in observation that referential questions can motivate students' interest to talk more effectively. "What is your opinion about this text?" is absolutely an easier question than "Could you tell me what we have learned last week?" Since the first question

give students more space to express their own opinions instead of requiring them to memorize some facts from the text. Therefore referential questions should be more encouraged to use in class.

Direction is not preferred by teachers but more used, and students prefer them to questions. In ways of follow up, when students produce no answer or an incorrect answer, teachers usually prefer ways of prompting, and this is what teachers really did in class. However, students prefer to be informed by the teacher. When students provide the expected answer, they still prefer to be commented, rather than being just simply acknowledged. Encouragement is always welcomed. It is suggested that teachers should pay attention to their language in the process of interactions with students, so as to provoke more interactions in class.

3. Liani Setyawati (2012)

The use of constructive teacher talk (TT) is very important and effective in scaffolding young learners to improve their skill in target language. Nevertheless, there is an argument that too much teacher talk can even decrease students' motivation. This study tries to reveal the suitable amount and the students' perception of teacher talk. Apart from that, there is an attempt to find out the features of teacher talk, the frequency of either display and referential questions or teachers' assessments and ways in giving feedback.

The research findings show that despite the teacher talk's capability to be good model for young learners, most students found the class more motivating, interesting, and challenging when the teachers minimized their teacher talk and made use not only more constructive teacher talk but also interesting activities. In conclusion, since teacher talk serves not only as a medium to achieve young learners's learning objectives but also as a tool to build better dynamic interaction between teacher and students in classroom settings, it is advisable for all EFL teachers to improve their effective constructive talk towards their students.

In the use of display questions and referential questions, the research showed that there is a preference of display questions over referential questions in the class under this investigation. Though each teacher participant varies in many aspects, they share the similarities in the use of display questions. They ask the questions and students try to answer or explain since the use of display question is mainly on eliciting students' responses or productions. Display question is used for the following purposes: to check or test understanding, knowledge or skill; to get learners to review and practice previous materials. These kind of questions don't stimulate higher level of thinking. According to Swan's output hypotheses mentioned in chapter 2, teacher's questions cannot help the students learn effectively. Having been discussed earlier, teachers are expected to use inferential questions over display questions since these questions – employing "why" and "how" question words – will reveal students' deeper

knowledge and understanding. Referential questions are beneficial to the development of students' communicative competence, thus teachers have to use these much more display questions.

4. Adi Indra Fitriawan (2012)

In language classroom, teacher talk is likely to be the major or even the only source of target language input. Teacher talk involves many aspect of teaching such giving explanation, instruction, assessment, giving questions and etc. This study focussed on the teacher's explanation and teacher's feedback. This study describe how an English teacher gives explanation and feedback to her students, describe what kinds of explanation and feedback used by the teacher in the classroom, and describe how the students' response toward the explanation and feedback given by the teacher.

The resesearch design in this study was descriptive research with qualitative approach. While the subject of the research was and English teacher of the second semester of English education program of STAIN Tulungagung. The findings of this research showed that: The teacher explained some concepts of a grammar by presenting the example first, and then she went to the pattern of the concept. The teacher also seemed directly gave informative feedback to her students when they did a task. The teacher used deductive approach in giving explanation to her students. It also found that the teacher gave correction to the student's answer and gave praises to her students' correct answer. Some students show their strong desire for

participation in the interactional classroom activities. They also expected the positive feedback from the teachers to encourage them.

5. Adibah (2012)

The demand for English proficiency at schools in Indonesia requires English language teachers to establish interactive classroom. The interactive classroom is the result of mutual interaction between teachers and students, students and students, group discussions, and any other classroom participation. It is of significance because through interaction, students can increase their language store, have opportunity to understand and use the language that is incomprehensible, help them learn the target language easily and quickly. Teachers questions could be away to establish the interaction within the classroom.

This study tried to investigate the types of question used by and English teacher and also purposes of the questions used by the English teacher in classroom. The study was conducted in SMA Al Yasini, Pasuruan because this school has a special class namely excellent class in the 10th grade where the English teacher speaks mostly in the target language. This study found that the teacher performed six out of seven question types proposed by Brown (2007), including: knowledge, comprehension, application, inference, analysis, and synthesis questions. Each type of question has its own functions. In this study, knowledge questions were used to elicit factual answers, recall tests, recognize information, and check students' understanding. Comprehension questions were utilized to

translate words from Indonesian to English, and vice versa. Application questions were employed to ask the students to spell and pronounce some words in the target language. To form conclusion that was not clearly stated in the material was the function of inference questions. Analysis questions were used to distinguish two similar words so that the students understood the differences. Finally, synthesis questions were employed to make prediction or give opinions of certain situations.

There were several factors that might influence the use of certain question types by the teacher; they were: the objectives of lesson, the variety of tasks, and the teacher's purpose in asking questions. First, the objectives of lesson determined the use of certain question types by the teacher. The use of appropriate question types will lead to the success of learning activities. Hence, the objectives of lesson should be designed thoroughly based on the desired competence and students' proficiency level. Second, the variety of tasks also determined the question types used by the teacher. The students could be guided to do tasks by the means of appropriate question types. Third, teacher's purpose in asking questions also affected the use of question types. Her purpose in asking questions then manifested to the question types she frequently employed which was knowledge questions. From three meetings observed by the researcher, it was found that the teacher use more knowledge question to check students' understanding of entire topic discussed. Furthermore, display questions are usually used for comprehension checks, confirmation check, or clarification

requests. In addition, knowledge question is employed to elicit factual answer, recall tests, and recognize information.

C. The Framework of Teacher's question Used in this Research

Based on the discussion of the related theories, the following are the framework of the kind of questions used as guidance for the present study. This framework is taken from the kind of classroom questions proposed by Louissel and Descamps (1992:70-72).

Figure 2.1. The framework of present study

