

Chapter Two

Literature Review

This chapter presents the literature underlying this research. The first part covers reviews on teaching and learning process. The following parts discuss evaluation in teaching, impromptu question, and the impacts of the impromptu questions.

Teaching and Learning process

Teaching and learning process in the classroom constitutes educational action that commonly have purposes to give information, to apply the information that students learn, to know the problem from the information, and to assess students' understanding. Before starting the teaching activity, teacher makes a lesson plan to prepare the teaching. The lesson plan is used by the teacher to help in managing the class activities from the beginning until the end of the class. According to Rhamli (2009) the preparation of lesson plan will ensure the teaching criteria of English lesson. Teachers need to prepare to make decisions about the strategies and methods that they will employ to help students in learning toward the learner goals.

According to Amidon (1967), as cited in Aggarwal (2014), teaching is an interactive process involving classroom students and teachers. In the classroom context, students need to exploit their idea to express their opinions while interacting with peers and teachers. In this situation, the role of the teachers is crucial for students, because teachers can provide the opportunities for them to interact in classroom. Related to the interaction in the classroom, Jan and Talif

(2017) found that interactions in the classroom have focused on the manner the teacher questions that are structured and directed to students that demonstrate the knowledge of the subject and to elicit the student's response. According to Cotton (1988), as cited in Zaenudin (2016), teacher questions are defined as instructional cues and stimuli that convey to the students to be good learners and directions for what they are to do and how they are to do it (p. 113). An effective teacher is able to measure the students and to formulate the questions to fit the cognitive level of the students, as well as formulate the follow-up questions in response and unexpected answers from the students (Tofade, Elsner, & Haines, 2013). One of the purposes of the teachers in the classroom is to foster student in learning. Therefore, the students can use their critical thinking and explore their knowledge in classroom.

Teachers as instructors need to provide an outline of the topic, and students should practice in a variety of techniques in learning that provide concrete practice in the class activity (Hanson & Filibert, 2006). One of the ways to make students practice in the class, the teacher can use pair work in their activity. Achmad and Yusuf (2014) found that pair work was effectively used by the teachers in class activity. The students were actively speaking in class activity (Gudu, 2015, p. 59). Creative teachers should accompany their students in practice activities because these activities can describe the relationship of these individuals in classroom learning.

A teacher should play different roles in the school environment. They should not only implement learning but also act as mentors for students. Then,

teachers are necessary to keep their awareness that their ordinary behaviors often shape whether students feel accepted by their classmate and teachers. When students who have positive relationships with teachers are more engaged in learning, the students will feel safe in participating and sharing their opinions and comments without forcing. Better students-teacher engagement in the classroom activities contribute positive effect in learning, teacher need to conduct evaluation.

Evaluation of Teaching and Learning Activities

Learning activities aim to facilitate students' to understand the information, topics, and materials that they learn in the class. To understand the materials and topics in learning, students need to use learning strategies. Moreover, it was argued that "Learning strategies are intentional behavior and thoughts that learners make use during learning. It can help the students to understand, learn, or remember new information" (Zare, 2012, p. 209). The Implementation of the strategies can improve students' understanding. Yet, to know how well the students' understanding, teacher needs evaluation.

Based on the Farooq (2013) educational evaluation is the way to make a judgment about the quality of educational program, worker performance, or skill of student attainments in the classroom. The evaluation is used by teachers to change the students in their classrooms activity. The results are used to modify and improve the learning environments in teaching and learning process.

According to Jabbarifar (2009) evaluation is a process that includes five basic components. They are articulating the aims of the educational system, identifying and collecting the information, having ideas useful to learners in their

lives and professions, analyzing and interpreting the learners and managing classroom. When these components are properly implemented, they may provide betterment for teaching and learning.

Evaluation gives teachers information about how to improve their teaching methods. Furthermore, teachers can explore some important teaching and learning processes in class, because evaluation is a process of analyzing data to make the informed decision and review the effectiveness to develop classroom activities. In order to conduct the effective classroom evaluation, teachers need an understanding of the role of evaluation in planning and delivering instruction.

In evaluation activities, teacher can ask questions to students. The question must be related to the topics that they have learned. The purpose of questioning students is to elicit students' understanding of the materials. The students are supposed to provide examples, classify items, summarize, information, and draw inferences. Questions from the teachers can also be constructed to demonstrate students understanding, prompt the analysis, or evaluate the work of others (Tofade, Elsner, & Haines, 2013).

According to Qashoa (2013) the functions of teacher questioning are functional into three main areas: diagnostic, instructional and motivational. As instructional tool, the question can help teacher know the conditions of the students' understanding toward the subject. Knowing the students' diagnoses, teacher then can create necessary actions to repair the condition. As an instructional tool, classroom questions allow the teacher to find out what the students know and how they think about the topic, then the teachers can evaluate

the current states of students thinking. When students respond or answer the evaluative questions, they may express their opinions and the idea or solution of the question, make discriminations, take a self-selected position on an issue, or evaluate the quality of a product (Kathleen, 1993). As a motivational tool, questions from teacher can make students motivated in learning. The students feel motivated to learn the lesson because they can anticipate the questions from teacher. Students also feel shy if they cannot answer the questions.

Evaluation in teaching is more than monitoring students in learning, but involving the performance of students in learning. It provides the feedback, so the student can develop their skills in learning. In other words, evaluation is the process to investigate the topic. The teacher needs to evaluate the students because teacher should make improvement of students' motivation, preparation, participation, and achievement. The evaluation can be conducted using many ways. One of the ways is impromptu questions.

Impromptu Questions

In the classroom context, teachers can ask the students some questions as a warming up in the lesson, and to build students' knowledge in learning.

According to Oshrit, Hofstein, Kipnis, and Naaman (2005), questions asked during a lesson are mostly initiated by teacher. The students seldom ask question because they have much consideration to ask the questions.

Elsner and Haines (2013) state that the aims of question is to prompt students' understanding on the materials that ask the learner to provide examples, classify items, summarize information, and draw the inferences. Chun-miao

(2007), as cited in Zaenudin (2016), mentioned some reasons why the teacher ask questions to the students during teaching and learning process. The first reason is letting students to convey their idea and opinion. The second is doing test to check students understanding, knowledge or skills. The third is engaging the learners actively in participating their learning. The fourth is stimulating students thinking or probing more deeply into issues. The last is getting students to review and practice the previous topic of the materials. Teachers' questions in classroom helps students create motivation of the students to prepare for the learning.

Based on Van and Broek et al. (2001), cited in Taboada and Guthrie (2006), questions bring a selective development of memory because students focus on the text information needed to answer the questions. Moreover, motivated students who answer the question will help the other students to learn actively and the students will have some questions in their mind. Then, the students will predict the answer or search the answer of the questions that teacher ask, and the last they will paraphrase the answer with their own words (Lawrence, 2016).

Impromptu question are questions that are given spontaneously without preparation, notes and the other. Spontaneous questions are used to explore students' thoughts to explore students' beliefs and assumptions in learning (Tofade, Elsner, & Haines, 2013). Related to the statement, according to Longfield (as cited in Jefferies & Nguyen, 2014) impromptu learning can also occur within the classroom via conversations, interaction and demonstrations. It is related to the impromptu questions that will make students learn how to answer the question spontaneously, and make student try to share their knowledge with

the others. Questions in the class are the most real kind of classroom communication between students and teachers. The most important function of answering the question is to gain information and clarification that are essential in reducing misunderstanding the meaning of the topic. In the classroom activities, students are motivated to explore new ideas in learning when they are constantly challenged and forced to exert their thinking forward by the questions that posed by the teachers (Jan & Talif, 2017). Hamiloğlu and Temiz (2012) added that question is a highly prestigious teaching skill which requires a well-planned lesson. In planning stages, teachers should prepare questions which completely analyze the content of lessons and engage students in active interaction during classroom participation. From this situation, interaction between student and teacher will built, and develop students' language.

According to Cuccio-Schirripa and Steiner (2000) cited in Chin and Osborne (2008), questioning is the processing thinking skills which is structurally embedded in the critical thinking, creative thinking, and problem solving. Gudu (2015) stated that “Learners should think about what they are going to say, think about the structures they are using but do not let them interfere with what they want to say, do not be afraid to make mistakes (mistakes are normal as learners are learning a language) and when learner do not understand, use repetition, gestures, synonyms, definitions, acting out, whatever comes naturally as they begin to feel more proficient in the language” (p.61). However, when a teacher gives the students a question, the questions should be structured to the topic so the students will have the correct responses.

Related to the impromptu questions, Jefferies and Nguyen (2014) said that the effect of impromptu learning is to transform the learning experiences. It will engage the students to explain their idea, and mobilizes the learner. On the other hand, impromptu learning experience will engage learners by becoming a part of students. Student will increase their thoughts and showing up in conversations inside and outside of the class. Teacher should be able to construct relevant learning, so teachers will receive appropriate or adequate responses from students.

Impacts of an Impromptu Question

Based on some references, researcher concludes the several impacts from impromptu questions that are implemented in teaching and learning. As explained in the following paragraphs:

Build students' motivation in learning. According to Jan and Talif (2017) students are motivated to find new ideas when they are continually tested and forced to exert their thinking forward by the types of questions posed by their teachers. Lawrence (2016) said that a motivated student who answers the question will help the whole class to learn and the students will have some question in their mind, predict or search for the answer of the question that teacher ask, and they will paraphrase the answer with their own words. Moreover, Hamigloglu and Temis (2012) stated that impromptu questions facilitate the students learn new materials, integrate their opinion, provide the practices, and get the feedback for the improvement. Also, it helps the teacher to create a learning context, to initiate communication and negotiation of meaning in the class and to offer process of gaining the experience to the real-life contextual situations. A teacher should

understand that questions which are strategically used may encourage students to respond effectively and contribute in the classroom conversation to sharing their idea.

Build students' knowledge in learning. Ma (2008) stated that questions are used to evaluate students' knowledge and understanding of subject matter. Arslan (2006) said that the reasons why teacher asking the questions are to stimulate recall, to deepen understanding, to develop imagination, and to encourage problem solving of the students. Hussin (2006), as cited in Hamiloğlu and Temiz (2012), said that effective questioning from the teacher is focused on the students' attention to understand lesson content, arouse their curiosity, stimulate their imagination, and motivate them to seek out new knowledge.

Build students' confidence. Having successful in answering impromptu questions enhances students' confidence, and confidence is one of the important things in learning for students to improve students' the knowledge in class (Mbeh, 2017). When students can provide responses to the questions, students show that they have understood the subject.

Cause students' problematic situation. Besides offering the above benefits, impromptu questions may pose problems that are faced by the students, namely:

Feeling afraid. Zaenudin (2016) said that the students who have low proficiency in the English language were afraid to answer their teacher questions because they were worried that their fellow students or teachers would laugh at their poor language.

Feeling nervous. Gaither (2011) stated that giving questions to the students in the classroom before they read the materials does not guarantee that teacher will have higher responses or greater learning. Students can be nervous in preparing to answer the questions. When facing this condition, teacher can narrow the focus to ensure that the time spent on generating supporting the argument is used efficiently.

Reluctant answering the question. As pointed out by Arslan (2006) excessive questioning makes students dependent and passive. A teacher who asks too many questions will causes anxiety in students. Therefore, students might be reluctant to answer the questions. According to Zaenudin (2016), even in the English classroom, there are frequently found that the students do not answer the question. Ma (2008), asserts that students are often reluctant to made response even if they understand the questions, know the answers, and are able to produce the answers. In this light, impromptu questions can hamper the students-teacher interaction because of the students' passivity in responding the teacher questions. In the long run, students' comprehension to the subjects may be impeded. As a result, the learning objectives cannot be achieved.

Review of Related Research

In this part, the researcher will show the reviews of two previous research which have been conducted by the other researchers. The first research focused on the impact of teacher questioning on students learning EFL. The second research focused on types of teacher's questions and students' responses in developing communicative classroom interaction.

Hamiloğlu and Temiz (2012) investigated types of teacher questions in EFL class, and examined how the teachers' questions affect students' learning. This research used both qualitative and quantitative techniques to know what type of questions are processed in EFL classes and to know the extent they are used. The participants of this study are EFL teachers and the students from two schools where 11 student teachers do the practicum and observed the classes for their practicum course requirements. The result of this study showed that convergent questions were mostly used, because this type of questions generally included "yes or no questions" and short answer. These types of questions did not challenge students enough to think at higher levels of their cognitive capacity rather led them to quick and cognitively limited responses, which put students into a passive response.

Zaenudin (2016) investigated the types of teacher questions, the function of questions, teacher questioning strategies and students responses in classroom activities. This used descriptive qualitative research method. The participants of this research were conducted 33 students and two teachers. Researcher found five types of questions that used by the teachers in English classroom, namely: display question, referential question, comprehension check, clarification request, and confirmation check. Favorite types of questions that were used by the teacher in their teaching and learning classroom were display questions. The students respond their teacher question verbally and non-verbally. Verbal responses are characteristically restricted to display questions and elaborative to referential ones. The non-verbal responses are used when the teachers use referential

questions. This research found that the function of questioning strategies by the teacher to rephrase, repeat, and translate the question from foreign language into the native language.

There are some similarities and differences of two research studies above. The similarities of this research with the research that was conducted by Hamiloğlu and Temiz (2012) was to know the effect teacher questions. Moreover, the similarity of this research with the research that was conducted by Zaenudin (2016) is that one of the purposes which he investigates is the function of questions. With two research studies, it had the same topic about questions, both of the previous research become the basic knowledge in conducting this research. In the current research, the researcher tries to combine the first and the second study, so this research expects to have the discussion about the impacts of impromptu questions that implemented in teaching and learning process.

Conceptual Framework

Teaching and learning processes are actions to accomplish the purpose in education. A teacher as one of the actors of the actions of the teaching and learning processes can do various activities, such as: showing, telling, creating and giving materials to students in order to enhance students' understanding. Learning can permanently take place when the students obtain good understanding of the materials. To achieve the good understanding of the materials, evaluation that can be in the form of asking impromptu question is needed (Dakota, 2016).

The impromptu question is a tool to aid the evaluation in learning. The questions should be structured, to make students easy to remember and to get correct responses. To understand better on the topic, this research investigates how the teacher ask impromptu question and what the impacts of impromptu question in learning and teaching process.

Figure 1: Conceptual framework

