CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses related theories to support the study. This includes: definition of reading, types of reading, reasons of reading, principle of reading, techniques in teaching reading, definition of reading comprehension, types of reading comprehension, definition of questioning strategy, types of questions, and purposes of questions.

A. Reading

1. Definition of Reading

There are four skills in English, they are: speaking, listening, reading and writing. All those skills are very important for English learner. Each skill has different function in English. So it is better for English learners to master all of those skills. One of those skills is reading skill.

Definition of reading appears in various perspectives. According to Harmer (2007:99) reading is useful for language acquisition. Heilman (1981:4) states that reading is an active and ongoing process that is affected directly by an individual's interaction with his environment. Reading is a process of understanding written language. Since reading is a process, it starts from viewing the linguistic surface representation and ends with the certain ideas or meaning about the messages intended by the writer.

Swan (1975:1) says "if we say that student is a good as comprehension we means that he can read accurately and efficiency, so as to get maximum information from the text". It means that readers try to find the message from what they have read. Moreover reading is an active process. Active means while the readers are reading, they try to interact with the printed text with meaning. This message is the idea of the writer. According to Harmer (1983: 153) reading is an exercise dominated by the eyes and the brain. It means that readers not only read the text but also understand the meaning of written text being read.

According to Tarigan (1990:7) reading is a process that is done by the readers to be used for getting the message conveyed the writer on the medium of writing text. Based on Patel et al (2008:113) reading is most useful and important skill for people. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and provide. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.

There are two kinds of reading, they are:

a. Silent Reading

    Silent reading usually used in order to understand the result of reading that is done.

b. Oral Reading

    Oral reading is saying a written text aloud. This can be done with or without understanding its contents.

From the definition above, it can be conclude that reading is a process of perceiving a written text in order to understand its contents.

2. Types of Reading

Based on Patel et al (2008), there are four types of reading that involve intensive reading, extensive reading, aloud reading and silent reading.

a) Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in native language: short stories, novels, plays and poems.

Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and use as a basis for writing exercise. At this stage, some teachers fall into the monotonous pattern of setting a section of reading material for homework preparation every night. Then they begin the lesson each day by asking student to translate what they have prepared sentence by sentence around the class. Sometimes sections of intensive reading material may be set for preparation before hand, the students being supplied with questions to think about before they come to the class.

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.

b) Extensive reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book.

Extensive reading assignment may direct students to articles of current interest in foreign language magazines or newspapers. To ensure that students do not become bogged down in reading which is too complicated, the teacher will be well advised to discuss the relation of articles to be read, with due regard to the special interests of the readers. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update.

c) Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level

because it is the base of words pronunciation. If it is not cared, it will be very difficult at secondary level.

d) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enable to read without any audible whisper.

3. Teaching Reading

Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning (Reinking & Scheiner, 1985). Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated. When a reader interacts with print, his prior knowledge combined with the print and the visual (written) information results in his comprehending the message (Goodman and Smith in Kastaryo 1988:2).

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expending knowledge of a language.

Reading may be defined as the meaningful interpretation of printed or written verbal symbols. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read. The reasoning sides of reading become increasingly important as word recognition is measured. As proficiency in reading increases, individuals learn to adapt their reading strategies in accordance with the purpose for reading and the restrictions imposed by the material. The nature of reading task, therefore, changes as learners progress to the more mature levels. Reading is not one skill but a large number of highly interrelated skills that develop gradually over the year. (Albert J. Harris & Edward R. Sipay in Kastaryo 1988:2)

The definition above explains that reading is the combination of word recognition and intellect and emotion interrelated with prior knowledge to understand the message communicated.

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of the culture.

In teaching reading, the teachers have to concern about the material that is used. The topics and types of reading texts are worth considering too. These topics and reading texts should depend on who students are. If the students are science students, reading scientific text may be a priority. If the students are elementary students, reading narrative text may be a priority.

In the reading class, the teachers have to decide what the purpose in reading will be done. It is reading for pleasure or reading for getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free, such as spoof. If the purpose of reading that will be done is for getting understands the passage, the topic of reading text should be prepared before.

4. Strategies in Reading

Reading may be defined as decoding and attaining the meaning as the result of the interplay between perception of graphic symbols that represent a language and the memory traces of readers' experiences. A process is a method, a movement toward an end that is accomplished by going through all necessary steps. According to Mukhroji (2011), a product is the consequence of utilizing certain aspect of a process in an appropriate sequence. Reading is not only receiving meaning in a literal sense, but it is also bringing the one's entire life experience and thinking power to bear to understand what the writer has encoded.

The purpose of the reading cannot be separated from comprehension. Each purpose will determine what to achieve after reading process. Reading comprehension requires the ability to perceive the exact nature of the passage being read or communicated. Based on Mukhroji (2011), there are three strategies in reading, that involve bottom-up strategies, top-down strategies, and interactive strategies.

a) Bottom-up Strategies

Mukhroji (2011) states that the bottom-up strategies of reading assume that process of translating print to meaning begins with print. The process is initiated by decoding graphic symbols into sounds. Therefore, the reader first identifies feature of letters, link these features together to recognize letters, combine letters to recognize words, and the proceeds to sentences, paragraph, and text level processing.

The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print. By applying the bottom-up strategies, readers start to process the text from the low linguistic level to the higher one. According to Mukhroji (2011) the readers starts from identify to recognize words, and then proceeds to the phrase, sentence, paragraph, and then text level processing. The understanding is contructed based on the visual data that are on the page. It triggers from one linguistic step after another, beginning with the recognition of the letters and continuing to words-by-words, sentence-by-sentences until reaching the top-the meaning of the text being read.

The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficulty of the text can be about the language and contents of the text. When the language text is felt difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph until reaching the entire meaning of text.

b) Top-down Strategies

The process of deriving meaning of the text in top-down strategies starts from the reader's prior knowledge and experience to the print. By top-down strategies, reader starts to process the text by applying the higher level stage. In this case, readers start with hypothesis and predictions and attempt to verify them by working down to the print stimuli. These strategies are in line who indicates that reading is a process that involves the use of available language cues selected from perceptual input on the basis of the reader's predictions.

Readers usually use top-down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues in the text can activate the content schemata. Although readers have sufficient knowledge about the topic and can understand the meaning of every word in the text.

c) Interactive Strategies

The interactive strategies of reading assume that the process of translating print to meaning involve making use of both print and prior knowledge. The process is initiated by making prediction about the meaning and or by decoding graphic symbols. Interactive strategies in reading require both bottom-up and top-down strategies combination. Readers in understanding a text use these two strategies interactively and simultaneously.

According to Mukhroji (2011), the interactive strategies suggest that the process of reading is initiated by decoding letters and words and by formulating hypothesis about the meaning. Readers in understanding a text starts at the first by

processing the visual information that exists in the text. In understanding a text, readers apply more interactive strategies than two other strategies. In the attempt of getting meaning of a text, readers cannot just rely on visual information or non visual information. The knowledge is applied interactively.

5. Testing Reading

The reading skill is receptive skill. The task of language tester is then, to set reading tasks which will result in behavior that will demonstrate their successful completion.

The reading macro-skills (directly related to course objectives) are scanning text to locate specific information, skimming text to obtain general idea, identifying stages of argument, and identifying examples presented in support of an argument. The macro-skill underlying reading skills are identifying referents of pronouns, using context to guess meaning of unfamiliar words, and understanding relations between parts of text.

The reading texts can be taken from textbooks, novel, newspaper, magazine, academic journal, letter, timetable, etc. the texts can be in the forms of newspaper report, advertisement, editorial, etc.

The techniques that might be used to test reading skills are:

1. Multiple choice

Multiple choice test technique has some advantages. The most obvious advantage is that scoring can be perfectly reliable. Scoring should also be rapid and economical. A further considerable advantage is that it is possible to include

more items than other forms of tests since the test-takers have only to make a mark on the paper.

The multiple choice technique is best suited to relatively infrequent testing of large numbers of test-takers. In order to make effective and good itemsin multiple choice tests, Djiwandono in Isnawati (2012:33) suggest the test developer to be careful in formulating the item, and the correct answer and the distracters.

2. True-False test

True false has two parts. The first part consists of a list of statements. The second part is true (T) or false (F) listed beside each statement. The students should choose true (T) when the statement is considered correct and vice versa.

3. Completion

The students are required to complete a sentence with a single word.

4. Short answer

It is in the form of questions and requires the students to answer briefly.

5. Guided short answer

This is the alternative of short answer in which students are guided to have the intended answer. They have to complete sentence presented to them.

6. Summary cloze

A reading passage is summarized by the tester, and then gaps are left in the summary for completion by the test-takers. This is really the extension of the guided short answer.

7. Information transfer

One way to minimize demands on writing by test-takers is to require them to show successful completion of a reading task by supplying simple information in a table, following a route on a map, labeling a picture, and so on.

8. Identifying order of events, topics or arguments

The test-takers can be required to number the events etc.

9. Identifying referents

One of the micro-skill listed previously was the ability to identify referents.

10. Guessing the meaning of unfamiliar word from context

This is another micro-skill mentioned earlier.

The above techniques are among the many techniques of testing reading. According Hughes in Isnawati (2012) in scoring the reading test, suggested that errors of grammar, spelling or punctuation should not be panelized, as long as it is clear that the test-takers has successfully performed the reading task which the item set. The function of a reading test is to test reading ability. To test productive skill at the same time simply makes the measurement of reading ability less accurate.

6. Reasons of Reading

According to Harmer (1998:69), there are many reasons why getting students to reading English text is an important part of teacher's job. (1). Many students want to be able to read text in English either for their careers, for study

purposes or simply for pleasure/anything can do make it either for them to do to these things must be good idea. (2). Reading is useful for language acquisition. Provide that students more or less understand what they read. The more they read, the better they get it. (3). Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

Reading text also provides good models for English writing. At different times, it can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences paragraph whole text.

Lastly, good reading text can introduce interesting topic, stimulate, discussion excite imaginative responses and provide the spring board for well rounded fascinating lesson.

7. Principle of Reading

Principle of the reading is the one of the important thing in story that must be known by the teacher to give to the students. According to Harmer, (1998:70) there are six principle of reading:

a) Encourage students to read as much as possible

The more students read better. Everything do should encourage them to read extensively as well as if not more than intensively.

b) Students need to be engage with what they are reading

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. That is teacher should try to help get as

much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of reading text and the activities they are asked to do while dealing with it.

    c) Encourage students to respond to the content of a text (and explore their feeling about it), not just concentrate on its construction.

It is important for students to study reading texts in class in order to find out such thing as way they use language, the number of paragraphs they contain and how many times they use relative clauses. As a result, teacher must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topics thus provoking personal engagement with it and the language.

    d) Prediction is major factor in reading

When reading text in our own language, we frequently have a good idea of the content before actually start reading. Book cover gives us clue about what is in the book photographs and headlines hint at what articles are about. In class, teacher should give students hint so that they also have a chance to predict what is coming.

    e) Match the task to the topic when using intensive reading text

Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading task, the right kind of questions, appropriate activities before, during and after reading, and useful study explanation, etc. The most useful and interesting text can be undermined by

boring and inappropriate tasks; the most commonplace passage can be made really exiting with imaginative and challenging activities, especially if the level of challenge (i. e how easy it is for students to complete a task) is exactly right for the class.

f) Good teacher exploit reading text to the full

Good teacher integrate the reading text into interesting lesson sequence, using the topic for discussions and further the task, using the language for study and then activation.

8. Techniques in Teaching Reading

Psycholinguistically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post-reading activities.

a) Pre-reading Activities

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the students' background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text.

Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students'

attention to the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

b) During/whilst reading activities

During reading activities are the activities that reader does while reading takes place. Mukhroji (2011) mentions that while reading includes: (a) identify the main idea, (b) finding detail the text, (c) following a sequence, (d) inferring from the text, and (e) recognizing the discourse patterns.

According to Mukhroji (2011) in Meita (2013), five activities to do while reading. First, readers identify main idea of the text and identifying topic sentence. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or process. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

c) Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, students do post-questions, feedback. The post-questions are more effective an incidental comprehension and the objective, since information of both greater and lesser importance is learned.

Post-reading activities are instructional activities that the students and teacher do after reading tale place. According to Mukhroji (2011) point out that post-question, feedback, and group and whole class discussions are activities that can be done in the phase of post-reading activities. The activities function to

check students' comprehension about the text being read. The post-questions after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students.

The activity of post-reading can also be in the form of discussion. This discussion can be in a group or whole-class discussion. The discussion may depend on the class size. If the is big, it will to have group discussion. If the class is small, it will be better to have whole class discussion.

B. Reading Comprehension

1. Definition of Reading Comprehension

It is very important to talk about reading comprehension. Based on McNeil (1992:16) comprehension is making sense out of the text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. According to Cahyono et al (2011:55) reading is a means of transferring information between the writer text means extracting the required information from it is efficiently as possible Grellet (1981:3).

Reading comprehension is very importance for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So the teachers have to be more concern about the problem.

According to Tarigan (1990:8), reading is bringing the meaning and getting meaning from printed or written material. Reading comprehension that also called reading for comprehension is an activity means to extract certain kinds of information from English text.

One of the most important aspects of teaching reading is to enables students understand what they have to read. To read well, students have to master four skills in comprehending reading text. Tarigan (1990: 12) states, that comprehension skill can be divided into activities.

a) Extensive reading, it consists of survey reading, skimming and superficial reading.

b) Intensive reading, it consists of close reading, comprehension reading, critical reading, reading ideas, foreign language reading, and literacy reading.

2. Types of Reading Comprehension

Reading is bringing meaning and getting meaning from printed or written material. Reading is foreign language consist of grasping meaning in that language through its written representation. Reading comprehension that is also called reading for comprehension is an activity meant to extract certain kinds of information from English text. Reading is foreign language may face some difficulties, such as: difficult words, difficult to get information from the passages and difficult to make a conclusion of the passages. To minimize all those

problems, according to the reader's purposes in reading and the type of reading used, the following are commonly referred to:

1. Perceptive Reading

At the beginning level of reading second language lays a set of task that is fundamental and basic: recognition of alphabetic symbols, capitalized and lowercase "letter, punctuation word, and grapheme-phoneme correspondence, such as tasks of perception are often referred to as literacy task, implying that the learner is in their own native language, but in other case the second language may be the first language that they have ever learned to read.

2. Selective Reading

Just above rudimentary skill level of perception of letters and words is a category in which the test designer focuses on normal aspects of language (lexical, grammatical, and few discourse features). This category includes what many incorrectly thing of as testing "vocabulary and grammar and never feature any other skill besides reading. Lexical and grammatical aspects of language are simply the forms we use to perform all four of the English there are, reading, speaking and writing. (Brown, 2004: 194).

3. Interactive Reading

Interactive task have a combination of from focused and meaning focused objectives but with more emphasis on meaning. Interactive task may therefore

imply a little more focus on top down processing than on bottom up. Texts are a little longer, from a paragraph to as much as a page or so in the case of ordinary prose. Charts, graphs, and other graphics may be somewhat complex in their format.

4. Extensive Reading

Extensive reading involves somewhat longer text than we have been dealing with up to this point. "Extensive reading generally involves rapid reading of large quantities of material or longer reading (e.g., whole books) for general understanding, with the focus generally on the meaning of what is being read than on the other language." (Carrel and Carson in Richards 2002:295)

C. Questioning Strategy

Questioning is an important technique and it is one of the most popular modes of teaching for the act of asking questions has the potential to greatly facilitate the learning process.

1. Definition of Questioning Strategy

According to Lerner (1985:393) "Questioning is the types of questions teachers ask stimulate the various types of thinking that students engage during reading". Taboada and Guthrie (2006:13) states that "Questioning refers to students asking or writing self-initiated questions about the content of the text before or during reading to help them understand the text and the topic."

Questioning is always considered a valuable tool to stimulate student learning. Teachers therefore are being encouraged to use appropriate questions to activate students' prior knowledge, as well as to actively engage them in the exploration and transformation of knowledge. The challenge for teachers is to scaffold students' learning by offering explicit instruction, modeling and most importantly, asking elaborate questions that lift students' sense of self-efficacy and prepare them to tackle difficult texts. (Vacca in James and Carter, 2006:1)

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169). Appropriate questioning can fulfill a number of different functions, such as:

1. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.

2. Teacher question can serve to initiate a chain reaction of student's interaction among themselves.

3. Teacher questions giving immediate feedback about students' comprehension.

4. Teacher questions provide students with opportunities to find out what they think.

Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to explicit information already known by the teacher and the students. In this study, the writer interested to use questioning in order to make the general frame of the knowledge.

2. Types of Question

According to Louisell and Deschamps (1992:70), there are several ways of classifying the different types of questions that teachers and students ask in the classroom.

Knowledge questions are used to verify the student's recollection of facts which are essential for the 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. They may also be used to review material which has been previously learned or to warm up class members and give them a sense of accomplishment before moving on to a new learning task.

Comprehension questions are designed to verify understanding of the ideas concepts, and generalizations presented in class or through reading materials. When answering comprehension questions, the students should used their own words, rather than memorized definitions to demonstrate that they understand the concepts taught and are able to explain them. Comprehension questions require students to organize the information received. They are used by

the teacher to check how much the students are grasping before moving on to a new idea or concepts. Understanding is more demanding intellectual task than recalling. Since the students are expected to explain something already presented to them, there is only one answer to the questions, but it may be answered with various degrees of accuracy and detail. Unlike recall questions, there is an opportunity, in comprehension questions, for incomplete answer.

Application questions require students to apply a rule of principle. Trough application questions, the students are asked to find example of abstract concept or the use of rules. These exercises help elementary students to understand concepts or the use of rules. These exercises help elementary students to understand concepts as they relate to their words. It is through many application exercises that students come to master concepts and abstraction s.

Analysis question require the students to find reasons, relationship, meanings, or characteristic that have not been discussed in the lesson. They stimulate critical thinking in the learners and foster consideration of alternative points of view. By these questions, students are led to analyze information, draw conclusions, and form generalizations. Because they are many possible answers to analysis questions rather than a single correct one, teachers are able to establish a supportive environment when using them. Students do not have to fear being wrong.

Synthesis questions encourage students to find solutions. They stimulate creative thinking and problem solving abilities. Given a situation, students make

prediction, invent new ways to resolve a conflict, describe how a character could have acted, hypothesize relationship, come up with new names, and device new rules.

Evaluation questions require that students give educated opinions and judge the merits of event or actions. They stimulate critical thinking in a complex manner. While analysis questions focus on rather specific situations, evaluation questions address the large picture and add dimension of the value or desirability of a practice. Students are asked to support their judgments and opinion in a rational manner. There are certainly many ways to judge the same event. Evaluation questions are judged not by the position taken on the issue, but by the thoroughness of the justification.

3. Purposes of Question

Based on Louisell and Deschamps (1992:69) explanation, there are three major reasons for teachers to ask questions in the classroom: to promote student thinking, to verify student understanding, and to foster student participation. Questions should not be asked to embarrass students whose behavior needs to be changed. Questions are academic tools, not discipline instruments.

By asking questions, teacher can affect the levels at which students think. If most questions asked by a teacher are of the memory type, the student's level of thinking will be restricted to remembering. However, if a significant number of questions asked are of the analysis type, the student's level will be expanded to critical and creative thinking.

While a teacher presents information in the classroom, many students nonverbally assent with their heads to indicate that they understand what is being taught. A novice teacher would be surprised to see how few of those students are able to answer questions about the material which they are nonverbally indicating that they understand. By asking frequent questions a teacher is able to check for understanding on the part of the students. The feedback obtained in this way will enable the teacher to determine whether to proceed with the presentation or to explain the concept further.

It is difficult for children to pay attention to a presentation when they are not actively involved. After a while, their mind tends to wander. By asking frequent questions, a teacher is able to keep the students involved. When students are involved and participating, they become more interested in the subject.

Finally, questions should not be asked to embarrass students whose behavior is undesirable. In those situations, the teacher will use discipline strategies rather than questions to redirect students' behavior. Questions should not be used to make students feel badly about themselves.