

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Classroom Interaction

Interaction is a process in which one person influences another. Interaction refers to how people communicate in the context of human behavior. Interaction can include verbal and nonverbal communication, such as facial expressions, gestures, etc. In the context of classroom interaction, it refers to the ways in which students and teachers communicate, connect, and engage with one another during the learning process in a classroom setting.

In good teaching and learning process, the teacher and students should interact actively. The teacher cannot position herself to just talk in front of the classroom and not hook the students to the conversation. Especially in a language classroom, interaction should be created in the classroom so that the students can actively participate in the learning process; as stated by Ginting (2017) that teachers should make interaction in the language classroom because it influences the students' language acquisition and vice versa. Thus, interaction cannot be separated from teaching. Interaction and teaching are like two things that stick together. Interaction is the most important part because it is the key for the students to understand and practice the target language. According to Merriam-Webster Dictionary, interaction is mutual or reciprocal or reciprocal action. Hornbaek and Oulasvirta (2017) defined interaction as a transaction between two entities that typically involves the exchange of information and is a cycle of communication acts viewed from the input or output perspective. If we bring that definition to the classroom context, we can find that classroom interaction is two-way communication between a teacher and students in the learning process who influence one another.

Effective interaction requires clear communication, active listening, and mutual understanding between the participants. Good classroom interaction is made by the teacher. The teacher must know how to handle the students to engage in the interaction and classroom atmosphere. There are numerous ways to create

interaction in the classroom; one way to create good classroom interaction is by managing the teacher's questions. Jia (2013) explained that in enabling interaction between teachers and students, the teacher must avoid questioning directed only to active students. Therefore, the teacher must manage the questions by adjusting the questions that will be given so that all students actively participate and will not feel "isolated" from students. Besides, Senthamarai (2018) also gave guidelines on how to enable classroom interaction. The guidelines are to encourage students' participation, use questions that stimulate response and discussions, use teaching aid, set up a workgroup environment, and involve ourselves as teachers as well as the student.

Active classroom interaction brings many benefits, both for teachers and students. The benefits are collaboration between students and teachers, mutual communication between students, formation of work teams, freedom of assembly of perception, ease of learning, active engagement, students' interest, self-esteem, and measurable student accomplishment (Shatri, 2016; Shentamarai, 2018).

Based on the explanation above, classroom interaction is a medium for teachers to make the learning process more "friendly" and gives opportunities to students to explore the teaching material without any doubt. Thus, good classroom interaction is very needed in the teaching process to make good collaboration between teacher and students.

## **2.2 Teacher's Questioning**

Questioning is an important component in socializing, where questioning is an everyday practice to communicate with others. Questioning is the method of obtaining information through the use of a question. It is an essential aspect of human communication and performs an important role in various contexts, including education. Especially in a teaching context, questioning is vital for teachers because it is a primary tool to communicate with the students. To maintain the connection between the teacher and the students while delivering the material, the teacher must always engage with the students while teaching in the classroom. The question and answer session in teaching supports the engagement

and connection between teacher and student because it consumes the majority of teaching time where automatically the teacher has many chances to keep communicating and build a connection with the students, and the teacher can use it to keep the students involved in the delivery of the lesson.

Astrid et al. (2019) defined questioning in a classroom context as an instructional signal or stimuli that can communicate to students the content to be learned and directions for what they are to do. Knowing that questions are things that stick to teaching activity, the teacher should know how to deliver the question so that the student can get what is being asked and determine the answer. Before giving questions to the students, the teacher should know the role and the factors that should be considered. There are several factors that the teacher must consider before giving questions to the students. Shanmugavelu et al. (2020) mentioned some factors the teacher should consider when delivering the questions. First is attention; attention is the main foundation for delivering the question. In getting the students' attention, the teacher should ask questions first before mentioning the student so that all students can focus on the question. If the teacher mentions the student's name first, the rest will ignore the question. Nevertheless, the teacher should not address the question just to the student who is considered the active one. The second is voice; the teachers should watch out for their voice in delivering the question. They should ensure that the students' voice is clear and well-heard. The third is a pause; after giving the question, the teacher should give a moment to students to think about the answer. Fourth is the content of questions; the teacher should plan the questions before giving them to the students. The teacher should adjust the questions based on the students' ability in the classroom. At the same time, teachers also should ensure that their words are easy to understand.

There are some roles of teacher's questions in the classroom; Rahmah (2017) and Joseph (2018) listed them, they are check understanding and knowledge to aid teaching, analyzing students' difficulties, retrieving facts, testing knowledge, directing attention and maintaining control, explore, develop students'

critical thinking, motivate them to pay attention and learn, moderate student behavior, check students' class work, review or summarize lessons, and evaluate students' learning. At the same time, teachers' questioning brings many benefits for students and teachers. Belmekki (2021) mentioned that questioning could engage learners, build their confidence, keep students interested, and improve their learning. Watson (2018) also mentioned the benefits of questioning; she argued that questioning can promote intellectually virtuous inquiry and help to develop several individual intellectual qualities. The teacher can give those benefits to pupils by empowering active participation in the learning process and guiding them towards understanding the content.

According to the above explanation, effective educators' questioning requires organization and preparation. It is important for teachers to create a supportive learning atmosphere in which all students feel comfortable engaging in class discussions.

### **2.3 Teacher's Questions Type**

There are several ways to deliver classroom questions that adjust to the learning purpose. Below are some questioning types that teachers can use in the classroom.

Richards (1994) classified questions into three categories in terms of the purpose of questions in the classroom. Below are the questions:

1. Procedural questions : Questions that have to do with classroom procedures and routines as opposed to the content of learning  
 Example of question : "Did everyone bring their homework?"  
 "Why aren't you doing the assignment?"
2. Convergent questions : Questions that encourage similar student responses or responses which focus on a central theme. These responses are often short answers, such as "yes" or

“no”.

Example of question : “Do you use it every day?”

3. Divergent questions : Questions that encourage diverse student responses which are not short answers and encourage students to provide their information rather than to recall previously presented information

Example of question : “What are the best ways of promoting the use of computers in education?”

Qashoa (2013) mentioned two questioning types based on Long and Sato (1983).

Below are the questions:

1. Display questions : Questions where the answer is already known to the teacher and they are designed to elicit or display particular structures.

Example of question : “What is the past tense of eat?”

2. Referential questions : Questions that refer to the answer that the teacher does not know and require long, complicated answers containing interpretation, elaboration, giving opinions and subjective information.

Example of question : “Why don’t students score full marks in writing essays?”

Blosser (2000) classified four categories of questions based on the learning objective. Below are the questions:

1. Managerial questions : Questions that lead students and keep the classroom operations moving

Example of question : “Does everyone have the necessary equipment?”  
“Will you turn to page 15, please?”

2. Rhetorical questions : Questions that are intended to emphasize a point

rather than request information

Example of question : “The green coloring matter in plants is called chlorophyll, right?”

“Yesterday we said there are three major groups of rocks: igneous, sedimentary, and metamorphic, okay?”

3. Closed question : Questions that focus thinking on a particular point. This question has a limited number of acceptable answers. In other words, only accept the “right” answers.

Example of question : “What is the chemical formula for water?”

“What are plant cell walls made of?”

4. Open question : Questions that promote discussion or students’ interaction. This question has a wide range of acceptable answers because it promotes classroom debate.

Example of question : “If you were to design a science display for the school bulletin board, what would you include in the display and why?”

“What do you suppose life on earth might be like with weaker gravity?”

To sum up, teacher’s questions have much value to the students as long as give impact interaction, learning, and communication. The researcher assesses that the last question type, from Blosser (2000), really covers the whole interaction in the classroom. Therefore, the researcher wants to analyze the questions used by the teacher in the classroom and look for their impact on the students.

#### **2.4 Teacher’s Questioning in EFL Classroom**

Based on the explanation of the previous point in this research, we know that teacher spends many questions in the classroom for several reasons. This

phenomenon proves that questioning activity really holds an important part in the classroom. Especially in foreign language classrooms, this activity provides a big opportunity to use and practice the language. The teacher knows what is happening in the classroom and knows they should do what they think is appropriate.

Teachers must trust that there are no bad answers; they are all part of the learning process. When posing questions to students, the questions should be valuable to the students as well as simple for the teacher to implement. If imagined, a teacher is not possible to write down one by one the questions that will be given to students. However, such thinking cannot be a barrier to preparing before teaching a class so that all learning objectives can be achieved. The teacher must plan to “trap” students to keep the interaction in the classroom.

In Wangru's (2016) study, one of the research questions was seeking the effective ways of teacher's classroom questioning; the result gave 4 big points. First, in giving questions, the teacher should note the scatter of attention. The teacher does not allow focus only on active students, front or back row in the classroom. Second, pay attention to the question difficulty level. Give students easy to difficult questions, and adjust the question to students' proficiency. Third, do not focus on questions that students cannot answer. The learning process must go on, the teacher can change that not answered question into an assignment that students can fulfil later. Fourth, the teacher should give feedback and error correction. When students answer the question given, the teacher should avoid sweeping feedback such as “yes, “good”, “thank you”, etc., but it is suggested to make comments and explanations.

There are questioning strategies, namely directing, probing, increasing waiting time, encouraging students' questions, etc. Yang (2017) separated these strategies into three aspects.

1. Preparing questions before questioning

The teacher should make some considerations in this regard. First of all, the teacher should decide on goals where the goals should be adjusted and fit

teaching objectives because different goals have different types and levels of questions. Second is selecting questions. The teacher should focus on asking important questions rather than questions that pupils can readily answer; here, the teacher should avoid asking multiple-choice questions. Third is a phrasing question; phrasing is important because the different word order can encourage students' deep thinking, even passionate debate. The last is timing questions, setting aside enough time to ask questions but not so much time that students feel the course is moving too slowly and letting them lose interest in English learning.

## 2. Controlling while questioning

While questioning, the teacher should keep several things under control. The first is sequencing questions. The questions should be sorted from simple to difficult, closed to open, and lower level to higher level. The second is nominating after questions. The teacher should avoid nominating students before questioning because it does not encourage pupils to think. Instead, the teacher should pose questions first and then nominate the students. Third is giving chances to all students. Every student takes part in the learning process and has equal opportunities to answer questions; the teacher does not solely focus on just "good students". Fourth is probing and directing. When delivering the question, the teacher should tailor the questions to the students' individual situation (e.g. characteristics, learning abilities, learning styles, and so on). Furthermore, the teacher should undertake distribution to ensure that the questions are distributed fairly. Fifth is asking follow-up and challenging questions. This aspect can be used to develop students' thinking ability and language levels because they continuously use the language, which will increase students' confidence in English learning.

## 3. Giving feedback after questioning

In giving feedback, there are some ways that the teacher can do: first is praising. Giving praise to students who answer the question will boost their confidence in English learning, some examples of praising can be "well done", "perfect", "you are excellent!", etc. Second is encouraging. When



students are unable to answer the question, do not abandon them, ignore or criticize them; instead, give them some hints so that the students might find the answer through teacher's help. Third is quoting. Quoting is indirect praising; when a teacher quotes students' answer at the end of the class, it gives students a sense of success and recognition, which arouse addiction to engage in the classroom.

To summarize, much attention has been focused on how questions should be classified, how questions should be delivered, and how to control the class while delivering questions. Even so, the importance of teacher asking questions has not been questioned and many researchers nearly have identical thoughts about this.

## **2.5 Study of the Relevant Research**

Before deciding to do this research, the researcher studied previous research on questioning activity. The previous studies are discussed in the following below.

This study is relevant to the study by Milawati, et al. (2020) regarding the questioning technique that the teachers should do in their questioning activity and questions level. The study's findings indicated four techniques; they are rephrasing, redirecting, probing, and reinforcement. Besides, this study found that the teacher mostly used lower-level questions. This study ended by mentioning some changes that need to occur in classroom questioning, including the need to give a more substantial description of the extent of the implementation of teacher questioning strategies. Besides, Shanmugavelu, et al. (2020) also researched on the same focus as previous study had been mentioned. This study aimed to discuss the efficacy of questioning technique. Techniques which this study proposed are attention, suitable voice, pause, question content, and distribution of questions.

Clark, et al. (2019) have researched on the similar aim that is questioning technique. This study focused on investigating the impact of a student question-

brainstorming intervention (the Question Formulation Technique; QFT) on adolescents' curiosity, cognitive school engagement, and self-efficacy. The participants of this research were students grade nine to twelve in English/Language Arts. Results indicated a positive impact of the QFT on students' curiosity, on the other hand resulted a negative impact of students' self-regulatory for self-efficacy learning and cognitive engagement.

Despite the fact that there has been an increase in research regarding the questioning activity, most researches have researched how the questioning should be done in the classroom. Moreover, those studies have not been classified the types of questions that the teacher could consider in teaching practice. Hence, to fill this void, this study focused on describing the type of questions based on Blosser (2000) classification and looked for the impact which students get from questions used.