

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Classroom Interaction

a) Definition of Classroom Interaction

Interaction in the classroom is a communication pattern that includes both verbal and nonverbal communication as well as the sorts of social connections that exist inside the classroom (Richartds, 2002). In an EFL classroom, verbal interaction refers to dialogue between the teacher and students. Nonverbal interaction happens when the teacher and students communicate without using words through gestures or facial expressions, whereas verbal interaction occurs when the instructor and pupils chat.

The interaction in the classroom is the process by which students improve their topic analysis, synthesis, and assessment by engaging in activities like as

composing, analyzing, talking, and solving issues. Connection is defined as emotional interaction, which is the essence of communication. Communication happens whenever individuals communicate with one another, take action, and get reactions from one another, especially in the educational setting. As a result, pupils and educators connection becomes essential to the process of learning (H.Douglas Brown, 2001).

Some of the advantages for engaging in educational activities include: 1) developing a language in talking about and evaluating the teaching process; 2) becoming aware of the principles and processes for making decisions that drive effective learning; 3) distinguishing successful and unsuccessful classroom subjects; and 4) outlining methods and processes that student teachers might use in their own classrooms. The interaction in the classroom is the cooperative exchange of thoughts, feelings, or ideas among two or more people that results in mutual influence. In other words, the

behaviors of the teacher and the pupils during class are linked.

According to Rain S. Bongolan, several methods that encourage active learning are cooperative learning, problem-based learning, using case strategies and simulations. To interact in class, students must be interested and involved in the educational process. Teachers act as advisors or guides, helping students with homework while creating opportunities for them to direct their own learning. Classroom interaction is a learning technique that involves students in the learning process rather than viewing them as passive recipients of information.

Interacting in the classroom is vital for students because it allows them to understand the purpose of the activities in the classroom. Contact is vital, according to Chaudron, as noted in Dayu, because it is believed that the learner can only break down instructional learning frameworks and obtain meaning from classroom

happenings through interaction. In addition, as quoted by Dayu, Rivers said interaction is important because students can improve their language retention by listening to other people, including teacher discussions and friend's comments in discussions or problem solving tasks and they can use everything they have learned. In real life exchanges where they express their opinions and use language to communicate. This allows students to practice the language.

The classroom is the most important place for foreign language learners to apply and practice their target language. These classes aim to provide an environment where students can improve their ability to learn English and use it in real-life situations. Through classroom interactions, these techniques provide results (contributions, practice opportunities, and engagement). Class participation is important in the teaching and learning process (Allwright, Dick; Bailey, 1991).

b) Level and Types of Classroom Interaction

Classroom participation is divided into four levels and types. Intrapersonal interaction, interpersonal interaction, group engagement, and cultural interaction are the four types. Interpersonal interaction is interaction that takes place within an individual. In the classroom, self-to-self contact will take one of two forms: teacher to self or student to self. In each case, interaction occurs within a single instructor or student. Interpersonal contact has two characteristics. First and foremost, the inventor and responder are the same individual. As a result, the person engaging in interpersonal contact must correct errors; misreading linguistic signals is not a problem. Intrapersonal contact is demonstrated by a student who mumbles to himself.

Interpersonal interaction, as opposed to intrapersonal touch, requires two people: an initiator and a responder. Interpersonal interaction is a necessary medium of interaction in the classroom and can occur in

any face-to-face meeting. In the classroom, there are three types of interpersonal engagement: instructor to student, student to teacher, and student to student. The message is transmitted to a student by the instructor, to the teacher by a specific student, or from one student to another student at this level of interaction.

Group interaction is more common than any other single level of interaction in the third level and kind of classroom engagement (Barker, 1982). Contact between the instructor and a group of students, a group of students and the teacher, or a student and a group of students is required. Group interaction in the classroom includes group or class discussion, class recitation, and activities such as group projects. The communication flow at the group interaction level can be highly chaotic and lacks a defined pattern, which distinguishes it from all prior levels of contact. Although spontaneity is necessary for efficient group interaction, it makes it

difficult for the speaker to organize the information and the listener to understand it.

Cultural contact, according to Barker, is the final degree and type of classroom participation in which the author of the communication is typically unknown. A number of originators have contributed to the shaping of the cultural message in most forms of cultural contact. School norms, debate rules, legislation, superstitious beliefs, folkways, cultural dress, and art are all examples of originators who have contributed to the formation of the cultural message in cultural contact. Culture can influence self-to-self, teacher-to-student, and student-to-student relationships in the classroom.

According to Walsh's (2011) thesis, there are four sorts of classroom interaction methods in classroom discourse:

- 1) Interaction Management Strategies

Interaction management solutions frequently include emotional and managerial methods. One of

the strategies is code (the teachers' language use (first or second language). Emotional tactics include voice tone, eye contact, and nonverbal gestures. Management strategies in action include classroom organization, comedy, and topic selection. To summarize, because of their unique position in the classroom and the power and authority they wield, instructors impact both the content and approach of a course, as well as participation.

2) Questioning Strategies

To elicit responses and improve interest in EFL, questioning or elicitation strategies are used. Questioning methods, in general, encompass both question-planning and question-control procedures. Instructors must be able to design ways for using questions to achieve certain pedagogical goals during class. Teachers use tactics such as asking relevant questions to

students, asking open-ended questions, offering follow-up questions, randomly selecting students to respond, providing students ample time to reflect, and asking questions of the entire class to encourage all students to participate.

3) Feedback Strategies

Teachers must provide feedback in order to examine student responses. By making comments, we will learn about the student's comprehension. The classroom is the primary area where foreign language learners are exposed to the target language on a regular basis. Giving someone feedback means telling them how well they are doing in relation to a specific goal.

4) Repairing Strategies

Repairing is commonly connected with encouraging students to mend themselves, interrupting students to correct their blunders, and pointing out and criticizing errors. Because

students provided feedback on their performance and learning progress, mending or correcting errors is an important part of every learning process in the classroom. This study looks into English teachers' classroom interaction practices, with a focus on interaction management tactics, questioning planning strategies, and feedback strategies. Interaction management and elicitation strategies are essential in SL/FL classrooms because they contribute to effective and interactive teaching. In FL classrooms, interaction management is classified as code, emotional, and managerial strategies (Xuerong, 2012).

c) The Role of Teacher and Patterns of Classroom Interaction

The primary responsibility of teachers in classroom contact is to actively engage pupils in classroom interaction. It is the teacher's responsibility to promote productive contact. In order to create classroom

contact, the teacher must be both a participant and a facilitator, inspiring pupils to participate in the interaction. It implies that a teacher must participate in the interaction in order for students to participate in the classroom interaction and for students to grasp the necessity of being active participants in the learning process. Furthermore, the instructor's function is related to the essential variables in classroom engagement. Input, turn allocation, turn-taking behavior, student productivity, and feedback all have an impact on classroom engagement. Students must participate in the learning process as input. At this point, the teacher's responsibility is to urge students to participate. Teacher's efforts to involve students in classroom activities are referred to as turn-allocation.

Classroom contact will be developed properly when a teacher can optimize the function of being a good teacher. Teachers might take on a variety of duties while teaching. Teachers, like parents, cannot be happy

with only one role for their children. According to Brown (2001), the instructor has several duties in classroom interaction.

1) The teacher as controller

It indicates that instructors function as controllers in conducting activities to make the teaching and learning process conducive and comfortable. The teacher, on the other hand, should govern what the students do, when they should communicate, and what linguistic patterns they should use when teaching and learning in the classroom. As a result, the teacher is accountable for the teaching and learning process within the classroom interaction, particularly the teacher-learner relationship.

2) The teacher as a manager

Teachers should manage lesson plans, modules, courses, and how they may effectively manage their classes in accordance with their learning objectives.

3) The teacher as a director

When instructing the learning process, the instructor acts as a conductor. The teacher's goal is to keep the process going smoothly and efficiently as pupils engage in either scripted or spontaneous language performance.

4) The teacher as a facilitator

It signifies that when students are having issues with their studies in class, they require the professors' assistance in order to clear their studies.

5) The teacher as a resource

When the instructor assigns an exercise in the classroom and the pupils do not know how to do it, they approach the teacher for assistance. As a result, the teacher's responsibility here is to answer students' queries and provide knowledge.

According to Brown, H. D. (2001), there are various patterns in classroom participation, including:

a. Group work

Students work in small groups on interactive activities such as conveying information or making group choices. The teacher watches and listens but rarely intervenes.

b. Individual work

The instructor provides a task or a set of tasks to each student, who works on them alone while the instructor watches and assists as required.

c. Oral Responses

In oral, professors present a model that the entire class repeats, or they provide a suggestion that is responded in oral.

d. Corroboration

Students execute the same work as individuals, but in groups, usually in pairs, to get the best possible outcome. The teacher can choose whether or not to intervene. (This is not to be confused with Group activity, which needs interaction as part of the activity.)

e. Student initiates

In a guessing game, for example, the student poses the question and the teacher responds; however, the instructor choose who poses the question.

f. Full – Class Interaction

As a class, the students debate a topic or perform a language exercise; the teacher may intervene to promote participation or supervise the class.

g. Teacher Talk

This might involve a silent student response, such as dictation writing, but there is no effort on the student's part.

h. Self-access Students

They select their own learning tasks and work independently.

i. pen – ended teacher

There are several "correct" responses, allowing more children to answer to each challenge.

2. English Foreign Language

English is a foreign language in the rest of the world. That is, it is taught in schools and is widely distributed, but it has little bearing on national or social life. It implies that the purpose of teaching English as a foreign language is to prepare students to use English in school. EFL is one of the classes where students should be encouraged to speak out and express themselves rather than just what the teacher wants them to say. Students must have a working knowledge of English that can be used in conversation (Broughton, 1980).

Brown (2000) defines teaching as "demonstrating or assisting someone in learning how to do something, giving directions, directing in the study of anything, supplying information, or causing someone to know or comprehend something." It implies that teaching is a process that instructors should carry out based on their experience, knowledge, and material preparation in order to attain the purpose of teaching.

3. Questioning Strategies

a) Definition of Questioning Strategies

The questioning strategies is any interrogative language that can pique learner's attention in the topic items to be learnt and help them acquire information. Cotton defines a question as any statement with an interrogative form or intent. In a nutshell, questioning refers to the instructional signals or stimuli that communicate to students both the information to be learned and the activities that must be completed (Astrid et al., 2019). The use of questions in teaching and learning is really effective. Teachers utilize questions to assist students review material, promote critical thinking, inspire creativity, stress a point, regulate classroom activities, and for a variety of other reasons and objectives. Questioning techniques is one of the most important components of teaching and learning. A questioning strategy is one of the most important tools for extending student's learning and may help teachers

establish their own methods for improving student's work and thinking.

A question is defined as any phrase with an interrogative structure or intent. Teacher questions are defined in the classroom as instructional signals or stimuli that communicate to pupils the content items to be taught as well as commands for what to do and how to do it. An inquiry is a phrase or comment intended to elicit information. (Cotton, 2001).

Questioning was most common in the classroom during the teaching-learning process. The instructor may ask the student a question, or the student may ask the teacher a question. A question is defined as an utterance made by a speaker in order to elicit a response (Suartini et al., 2020). Furthermore, a question is also an interrogative statement or a directive meant to elicit information. As a result, the question is defined as an interrogative statement employed as an inquiry expression to get information about the subject.

Questioning is a crucial element of the teaching-learning process because it allows instructors and students to figure out what they already know, how to apply and extend that knowledge, and then come up with new ideas. So, throughout the teaching-learning process, the teacher generally asks a question concerning the information that has been taught as well as new material so that the teacher can determine the amount to which students can think critically and the extent to which students already know the subject.

Teacher's questioning are instructional signals or stimuli that expose students to the material aspects to be studied in a classroom. It has become an important aspect of teaching since it allows teachers to check students' comprehension and stimulate thought-provoking dialogue. Questions may be used to provoke students and make them listen more closely, analyze their opinions and think critically, and start a discussion

or review information . The value of asking questions cannot be overstated.

A question is an important part of any classroom activity. In the teaching and learning process, teachers can capture students' attention by asking questions. In the language classroom, questioning is important because it provides students with understandable information, encourages students to improve language production (output), and increases classroom participation (Zohrabi et al., 2014).

At the very least, all instructors, regardless of their degree, must be able to compose and generate fundamental sorts of questions. Teachers can utilize a variety of questions in their classrooms. There are two sorts of inquiries depending on the grammatical form: closed questions and open questions. A closed question requires a yes/no answer. An open question is one that requires further information or responses. In this style, question phrases such as what, why, where, when, why,

and how are employed. The basic types of questions are classified into four categories based on their purpose: managerial, rhetorical, closed, and open inquiries. Managerial questions keep the classroom operating smoothly; rhetorical questions accentuate a point or reinforce an idea or statement; closed questions assess retention or focus thought on a single issue; and open questions foster discussion or student engagement.

There are several reasons why teachers frequently utilize questions as a teaching strategy. For starters, questions pique and sustain pupil's curiosity. Furthermore, they urge pupils to think about and focus on the lesson's material. They also allow an instructor to explain what a pupil has stated. They then allow a teacher to elicit certain language patterns or things. They then enable teachers to measure student's comprehension. Finally, they promote student engagement in a class. Three types of questions (Richards & Lockhart, 1994).

1) Procedural Questions

Questions about classroom procedures, routines, and classroom administration rather than learning content. For instance, when the teacher grades student work. Teachers use these questions to ask pupils questions. Procedural questions are intended to encourage students to focus on the lesson's material and aid their knowledge, as well as to increase class engagement, making students more engaged in the teaching and learning process.

2) Convergent Questions

In convergent questions, students can answer questions depending on the subject that the teacher has explained. Convergent questions might inspire students to answer to questions that are not directly related to the main topic or material. Convergent questions have simple responses, such as yes or no. Convergent questions require pupils to stay focused

on the topic that the instructor has explained or presented and to retain earlier information.

3) Divergent Questions

Divergent questions are diametrically opposed to convergent questions. Type inquiries enable students to engage in higher-order thinking; next, push students to supply more detailed information so that their solutions are not just a quick answer. Divergent questions, in general, demand students to examine knowledge and predict alternative results. After the questions converge, the instructor must offer divergent questions as follow-up questions to obtain more specific information.

Richard and Lockhard (1994) describe several important things from teacher questions that are used to interact with students as follows:

1. Questions stimulate and maintain student interest.
2. Questions encourage students to think and focus on lesson content.

3. Questions allow the teacher to know student's level of understanding.
4. Questions that allow a teacher to elicit certain vocabulary structures or items.
5. They encourage students to participate in the lesson.

The teacher's questioning method is used to improve student's success and critical thinking in teaching and learning (Wood & Anderson, 2001).

Teaching is a complicated, diverse activity that frequently requires teachers to manage numerous activities and goals concurrently and flexibly. The following modest but strong collection of principles can help teachers establish settings that enhance student learning and reduce the need for updating resources, content, and procedures, making teaching more effective and efficient.

b) Questioning Strategy is used

There are a number of reasons why professors should challenge their students. Either a specific student or the entire class in their classroom is the target of the queries. The teachers employed a variety of questions and questioning techniques as a strategy in questioning in order to foster classroom interaction as well as to encourage students to communicate in a real-life setting, to form stronger bonds with the students, and to support students who find it difficult to express themselves because of a limited vocabulary. The questions are commonly utilized towards the end of the class, but they are also used at the beginning and middle of the teaching and learning process.

The comments of the students also give feedback to the teachers, which may be utilized to improve the content and expression in following teacher-talk. Second, questions are used to manage the progression of the interaction in which a lesson is performed. Questions have been shown to be effective in motivating students,

reviewing, regulating, testing or assessing, investigating, explaining, encouraging students to concentrate on a certain topic, eliciting information, verifying understanding, and managing behavior (Richards & Lockhart, 1994). It implies that teacher questions are not only used to orient students' attention to teacher-talk, but also to encourage students to be more active and focused on a certain issue, allowing us to monitor and regulate the student's knowledge.

Teachers ask questions to engage pupils and promote deeper-level thinking about the issue at hand (Adler & Rodman, 1991).

Questions help to pique students' interest in a topic and urge them to participate in classes that support their meaning building. Teachers frequently utilize questions to assess pupil's readiness or lack thereof. Questions are also used to recap and summarize prior courses, as well as to assess achievement of educational goals or objectives. Above all, educators use questions to help

students develop critical thinking skills and insights by introducing them to new or related relationships. The objectives are frequently pursued in the context of classroom recitation, which is defined as a series of teacher questions that elicit a student response and, on occasion, a teacher reaction to that response (Lee & Kinzie, 2012).

c) The Application of Questioning Strategies

1. Questioning at the beginning of the class

Addressing questions before teaching and studying content is useful for students who have/have high aptitude and/or are known to be interested in the subject. Teachers employ questioning early in the classroom to aid students who have questions about previous lectures, readings, or exam preparations. Giving questions as opening questions in a conversation at the beginning of a class may make it simpler for students to react while without requiring them to reveal too much about themselves.

2. Questioning in the middle of the class

Questions students in the middle of a lesson is quite helpful in achieving accomplishment; it gains more than education delivered without querying students. Students do better on instructional topics that have previously been offered as recitation questions than on new things. During the teaching and learning processes, asking questions is positively associated to acquiring facts. The questions in this session can be classified as confirmation checks or classification requests based on the roles (William, 1991).

3. Questioning at the end of the class

Teachers frequently question students at the end of class because it is necessary to know students' understanding, assess students' learning, test students' input, and evaluate both teachers' teaching quality and the teaching learning process to determine whether they are running smoothly or not. Teachers must use memory questions and reference

questions to assess students' learning in this part. Teachers can also employ open/closed questions or other sorts of questions to complete the goal learning (Eble, 1988).

B. Previous Study

There are many researchers which investigated the types of question and the technique of questioning in the English Classroom. The first is research from Ningsih et al., (2021) research about English Teacher's Questioning Strategy in EFL Classroom Interaction, focuses the various inquiry techniques used by English teachers and how students felt about their use in EFL classroom interactions. Five children were selected for the study at SMA Muhammadiyah 1 Palembang utilizing an intentional convenience sampling method among the twelve-year-old natural science students. The researcher utilized open-ended questions during one-on-one interviews to gather data. According to this study's findings, there are three different sorts of questioning strategies used by English teachers: procedural, convergent,

and divergent. Students' opinions of these strategies are as follows: English reading, English speaking, English writing, and English listening.

The second is research from Astutik & Indriani, (2021) research about Questioning Strategies in EFL Classroom: The Teacher's Perceptions, focuses on the teacher's questioning style in English instruction and the motivations for utilizing it. This study used a qualitative descriptive approach, using online interviews and a questionnaire sent to an English instructor at a private junior high school in Jember. According to the findings of this study, English teachers always (100%) employ divergent questions in class during the middle and end of the learning process. The goal is to learn about students' perspectives, enhance their critical and creative thinking abilities, and expand their knowledge. Furthermore, most professors (80%) employ procedural questions at the start of class to manage time, verify students' circumstances, and establish class norms. Finally, 60% of teachers utilize

convergent questions to elicit brief responses from students and help them recall the subject.

The third is research from Citra Mareta Primadini, (2020) about The Use of Questioning Strategy in EFL Classroom, focuses on the use of questioning strategies in EFL classrooms and the many types of questioning strategies based on Blosser's schema This was a qualitative study with a case study design. The researcher use observation and interviews as research methods. The researcher's study methods included observation and interviews. In the observation part, the researcher utilized field notes and a video recorder as instruments, but in the interview section, the researcher used interview rules and an audio recorder as equipment. Based on the findings of the observation and interview, the instructor employed a questioning technique throughout the session. The instructor had goals in mind when applying the technique, including enhancing student achievement.

The fourth is research from Paramartha (2018) research about Types Purpose, and Strategies of Teacher's Questioning

in Indonesian EFL Classroom of Junior High School in Bali, analyze the sorts of questions used by an English instructor, the aims of the questions, and the approach utilized to deal with unanswered questions. Data were gathered by observation, interviews, and videotaping. The study revealed that, out of 241 questions, the teacher asked convergent, closed, and display questions more frequently than divergent, open, and referential questions. There were also procedural questions discovered. The teacher's questions served numerous functions, including testing students' knowledge and understanding, attracting student's activeness, developing students' interest and curiosity, and stimulating student's ability to state facts. It was also discovered that the teacher employed seven ways to deal with unanswered queries. This research advised teachers to balance the quantity of convergent, closed, and display questions with divergent, open, and referential questions during teaching and learning. Furthermore, the instructor should be better knowledgeable about non-responded question tactics and the right use of such

strategies to ensure that the teaching and learning process works smoothly.

The fifth is research from Fatmawati et al., (2020) about Teacher's Questioning Strategies in EFL Classroom Interaction, focus is placed on identifying and researching the instructors' questioning techniques utilized in EFL classroom engagement. The researcher employed three crucial steps from Miles and Huberman (1994) to examine the data: data reduction, data visualization, and conclusion drawing/verification. The results demonstrate how the teacher used question-planning, question-controlling, and nomination techniques. A brand-new interrogation technique known as endless-questioning approach was discovered. The teacher used a variety of questioning techniques, posing inquiries to the class as a whole, to pairs of students, and to an individual student. Instead of applying it to pairs of students, the teacher mostly did it to one student and the entire class.

In conclusion, the different between 5 previous studies above with the research is lies in the research instruments.

Even though the research title is the same, here the researcher uses 3 research instruments, namely, observational check list, interviews, and documentation. While the 5 previous studies above used observation and questionnaires. Where the observations addressed to the teacher and the questionnaires addressed to the student.

