CHAPTER II
LITERATURE REVIEW

Literature Review

This chapter discusses a literature review and previous research. In a literature review to explain the definition of questioning and interaction strategies in class. A literature review includes:

A. THE CLASSROOM INTERACTION

1. Definition of classroom interaction

Brown (2001) in DesiMentari's work (2018) defines interaction as "communication from the heart," emphasizing that it involves mutual acceptance of reactions and reciprocal action between individuals, regardless of time or place. Celce (2001) in the same source argues that classroom interaction encompasses the dynamic exchange between participants in the language learning process, where teachers influence students and vice versa.

According to Chaudron as cited in KholifaturRosyidah's study (2018, p. 6), classroom interaction occurs when teachers pose questions and students respond accordingly. It highlights the importance of mutual interaction between teachers and students, as neither should dominate the other. Teachers play a pivotal role in fostering an engaging classroom atmosphere that encourages student participation through verbal exchanges, questions, responses, and reactions.

Classroom interaction necessitates active involvement from both teachers and students. Teachers hold significant responsibility in designing tasks and overseeing their execution, whether through whole-class discussions or small group activities, to facilitate interactive learning environments. Students, in turn, are encouraged to think critically, express their thoughts, and engage actively in class discussions, thereby enhancing

their competencies and fostering structured interactions among peers (Bishop, 2000).

While teachers typically facilitate interactions by giving students opportunities to engage, there are instances where students may remain silent when posed with questions. In such cases, teachers may need to address individual students by name to elicit responses. This observation motivates further analysis of teacher-student interactions during classroom activities.

The significance of classroom interaction in the teaching-learning process is evident and will be further elucidated in the subsequent discussion.

2. **Types of Classroon Interaction**

A teacher may have their own way of engaging with students in the classroom, but Malamah-Thomas (1987: 150), as cited in Coulthard (1975), identifies seven types of classroom interaction aimed at facilitating language learning as follows:

a. Teacher Addressing the Entire Class

This type of interaction is commonplace in language classrooms and occurs when a teacher addresses the entire class simultaneously (Lynch, 1996: 42). Additionally, Mingzhi (2005: 59) elaborates that such interactions are characterized by a pattern of teacher initiation, student response, and teacher follow-up, known as the IRF exchange structure. The teacher's role in this interaction is typically that of a controller, commonly observed during roll call, providing information or materials, conducting drills, reading aloud, and other teacher-centered activities (Harmer, 2001: 58).

b. Teacher Addressing an Individual Student with the Rest of the Class as Listeners

Another common interaction in language classrooms is when the teacher addresses the entire class but expects only one student to respond. This arrangement can also be utilized for informal conversations at the beginning of a lesson or to transition students into less structured activities (Lynch, 1996: 74).

c. Teacher Addressing a Group of Students

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In this type of interaction, the teacher engages with students in group activities. Students are given tasks that require collaboration and self-directed language use. The teacher's role in this interaction is to provide instructions about the task, assign students to pairs or groups, and conclude the activity (Harmer, 2001: 58).

d. Student Addressing the Teacher

This interaction occurs when students initiate communication with the teacher, often to seek clarification when they do not fully understand information provided during the lesson (Lynch, 1996: 84).

e. Student Addressing Another Student

This type of interaction typically occurs during pair-work activities, where two students collaborate and engage in self-initiated dialogue or simulations. Such activities offer numerous opportunities for students to speak, initiate interactions, negotiate meaning, and enhance motivation (Brown, 2001: 178).

f. Student Addressing a Group

This interaction is associated with group work, where students collaborate in larger groups. While this can provide ample opportunities for language production, there is a risk of students reverting to their native language, especially among EFL students who share a common native language (Brown, 2001: 180)

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3. **The roles of teacher interaction in classroom**

The teacher's role in classroom interaction is a crucial aspect. This entails effectively explaining the material in a concise manner to ensure student comprehension and providing relevant examples during the teaching-learning process.

Acting as a facilitator in the classroom, teachers are responsible for creating activities that aid student learning. Teaching is evolving due to educational innovations,

focusing more on guiding students' learning rather than simply imparting knowledge. According to Archana & K. Usha Rani (2017), there are six key teaching concepts in the classroom:

a) Teacher as a Learner

Teachers must understand students' needs and learning requirements to effectively engage with them. Planning teaching strategies from the students' perspective ensures smooth information delivery.

b) Teacher as a Facilitator

Teachers should demonstrate care and concern for students and facilitate their self-exploration. Creating an environment that reflects students' social, intellectual, and linguistic contexts fosters personal growth.

c) Teacher as an Assessor

Assessment is essential for extracting students' knowledge and providing continuous feedback. Effective assessment guides future teaching techniques and helps students master the subject matter.

d) Teacher as a Manager

Managing the classroom effectively is crucial for academic and interpersonal skill development. Planning class activities within the allocated time frame ensures a practical approach to teaching.

e) Teacher as an Evaluator

Evaluation should be fair and objective, focusing on students' competencies rather than weaknesses. Positive expectations should be set for each student, encouraging learning from mistakes and fostering overall growth.

B. **Questionig strategies**

1. **Definition of Questioning Strategies**

Annisa Astrid, et al (2019, p.93) The questioning strategy is one of the most important things in the teaching and learning process. Guest (1985) in sujariati (2016) stated that that questioning strategies are one of the important tools for teachers to help develop their own strategies in improving student thinking and expanding student learning.

Questioning strategies can advice students learn and improve their achievement. Daniels (1997), Gallagher (1985), Letzter (1982), Parker (1989), Pollack (1988), and Schwartz (1996) suggest that questioning strategies are essential for the growth of higher order, critical, and creative thinking skills. it is also important to acquire knowledge.

The term strategy questioning comes from two worlds, question and strategy. Question means asking something for information.moreover, Cotton, K (1998) in AyuErianti (2018) defined question as any sentences that has an interrogative form or function. In the another definition, Linch (1991) defined that a question is an interrogative expression or command used to obtain information or to test knowledge.

Nashruddin&Ningtyas (2020, p.5) Questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. In teaching learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught. Questioning is a process that always occurs in a process of communication, including in the learning process. Questioning skill is an expression or question that is uttered by teacher as a stimulus to emerge the responds from learners (Cotton, 1989). For teachers, questioning skill is a very important skill to master. It is because, through this skill, teacher can create the learning situation more meaningful. According to Cotton (1989), the learning process will be very dull, if the teacher explains the materials in hours without interspaced with questions, either just provocation question, or analysis question.

According to Gaither (2008) in Nashruddin&Ningtyas (2020,p.7) one of the most important things in the teaching and learning process is to use a questioning strategy. This gives tutors the opportunity to find out what students know and understand, and it allows students to seek clarification and help. This means that the teacher can find out what students know and what they don't understand, namely through question and answer.

According to Harvey (2000) in Sujariati (2016) said that the questioning strategy is most effective when it allows students to be fully involved in the learning process. He stated that while lessons are being planned, it is very important for teachers to think about the types of questions that will be asked of students. So the question and answer strategy will help teachers be more effective in giving questions according to student needs and the types of questions that will be fully involved in student interactions.

Ellis, Wood and Anderson (Shahrill, 2013), explained that "From the time of Plato" and Socrates, and probably before, the use of questioning by teachers stimulates students' thinking in classrooms". Learning with the technique of the teacher questioning students with exploring questions will guide and stimulate students in thinking. Furthermore, Snell and Brown(Rao, 2009) stated "Described prompting as a majorcategory of antecedent strategies teachers can use to successfully teach various skills and behaviors to students". Learning by asking questions that explore and guiding students, is one of the strategies that can be used by teachers in efforts to achieve success in the learning process.The way in which the teacher asks and responds to questions has influence on the learning process, learning outcomes, and improving students' thinking (Mauigoa&Tekene, 2006). Therefore, teachers are expected to master the skill of asking questions which is useful for creating effective learning, because in almost every stage.

In learning, teachers are required to ask questions, and the quality of questions asked by teachers will determine the quality of students' answers. Questioning skills This is a method that teachers can use to ask students questions. According to Ningrum (2013,p.55) the use of a questioning strategy in continuous learning will provide many benefits for students, teachers, and the effectiveness of learning activities.

Rahim (2008,p.116) states that the use of questioning strategies in learning activities can help teachers improve the quality and quantity of student responses in class. Rahim (2008:116) also describes that the questioning strategy consists of:

a. Wait Time

> The Questioning strategy with waiting time is the time provided by the teacher to give students the opportunity to think before responding. This strategy is very necessary if you want learning to be active. If the teacher uses a

questioning pattern with a waiting time strategy from a time limit of one second to three or up to five seconds after giving a question, it will make a lot of changes that occur in the classroom (Sadker in Rahim, 2008,p. 116). The changes in question are as follows:

1) Increased frequency of questions from students

2) Students are serious in answering questions

3) Students' analytical and synthesis power increases

4) Students show enthusiasm and confidence in responding to questions

b. Reinforcement

Reinforcement is a compliment given to students. In thelearningprocessteaching and, the teacher as a motivator agent must be able to make students feelcomfortable and happy. Therefore, teachers need to use an approach so that studentsfeel praised .One approach that teachers can use is togive awards orrewards. Moore (in Rahim, 2008:117) says thatreinforcement includes two categories, namely verbal and nonverbal categories. Generally, the praisegiven by the teacher to students is verbal reinforcement. Verbal reinforcement is veryeasily done by the teacher to givepraise to the students, because teachers onlyuse words likeyes,good,and others.

Rahim (2008,p.117) stresses that strengthening nonverbal moreinfluential than verbal reinforcement, for reinforcement nonverbal referring to themessage-ofthemessagephysical that can make the students' responses spontaneously. Nonverbal reinforcement isconveyed by the teacher through cues such as eye contact, facial expressions, and the teacher'spositionstandingin class. The reinforcement strategy is very well done, because in addition to making students happy with the praise given, it can also increase student participation in the learning process.

c. Probing question

Questions posed using reinforcement and waiting time strategies were conducted to increase student participation. In addition, teachers can also ask

questions using a digging question strategy. The digging question strategy was carried out to improve the quality of answers and develop their previous answers. Because, digging questions involve students' responses and try to encourage students to think through their answers more completely and clearly. Rahim (2008,p.119).

d. Equality of Interaction

According to Rahim (2008,p. 120) says that generally teachers admit that they give the same treatment to all their students. Therefore, teachers need to be fair by giving equal rights or equal interaction to all students in the learning process. Based on several theories related to the questioning strategy presented above, Rahim's (2008,p.110) is the reference for analyzing the data of this study.

2. Type Of Questioning Strategies

Guest (1985:2) states that "Questioning strategy is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance the students work and thinking". It means that we cannot ignore that questioning strategies are very important for teachers and students.

According to Richard and Lockhart (2007,186) there are three typesof questions in questioning strategies as follow :

a. Procedural Questions

Procedural questions do not focus on the material. Procedural questions relate to class procedures and routines. In procedural questions students can answer using short answers such as yes or no. Procedural questions to improve student understanding and classroom interaction. Procedural questions can be used by teachers to organize class activities, check the completion of student assignments, and ensure students' understanding of the instructions given.

These questions help teachers ensure that students are prepared for new assignments or upcoming activities. Examples include:

1) Did all students bring their English books?
2) Are you ready to learn today?

3) Have all students completed their homework?

b. Convergent Questions

In convergent questions, students can answer questions based on the material that has been explained by the teacher. Convergent questions are designed to elicit one correct answer or the best solution. Answers to convergent questions are usually brief, such as: yes, no. Convergent questions engage students to stay focused on the material that has been explained or delivered by the teacher and concentrate on recalling previous information. Examples include:

1) Who is the main character in the story mentioned above?
2) How many tenses are there in English?
3) Who bought the apple in the story mentioned above?

c. Divergent Question

Divergent questions can encourage students to respond with higher-order thinking and promote creative thinking. Different types of questions can motivate students to answer based on their experiences, knowledge, and information. This means that students can provide answers with more complex sentences and longer responses. Divergent questions also require students to analyze something based on their knowledge and information. Examples include:

a) What is your opinion on smoking in public spaces?
b) What is your opinion on the impact of online games on students?
c) How was the process of completing your group assignment?

3. **The Function Of Questioning Strategies**

Many reasons why teachers should give some questions to their students. Either the questions are addressed to an individual student or the whole class in their classroom. The teachers used various questions and questioning types as their strategy in questioning not only to promote classroom interaction, but also to encourage the students to communicate in a real-life setting, to build a closer connection with the students, and to help the students deal with difficulty in expressing themselves because of their limited

vocabulary. The questions are used frequently at the end of the lesson but sometimes at the beginning and the middle of teaching and learning process.

Different researcher provide various reasons why this is so. For example, Ellis (1992) proposes two reasons why teachers ask questions in their classrooms. First, questions require responses and, therefore, they serve as a means of obliging learners to contribute to the interactions. Learner's responses also provide the teachers with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted. It has been found that questions can also be used to motivate students, to revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, and check understanding and to control behavior (Young 1992., Richards & Lockhart 1994). It means that teacher's questions are not only a means of obliging teacher-talk to guide the students' attention but also adjudge students to be more active and focus on a particular topic, so we can check and control the students' understanding.

Adler (1982: 88-89) said, —Teachers pose questions to students in order to engage them and elicit deeper-level thinking about the subject under discussion to the art of asking questions is one of the basic skills of good teaching.

Questions serve to develop students' interest in a topic and to motivate students to become involved in lessons supporting their construction of meaning. Teachers often use questions as a means to evaluate students' preparation or lack thereof. Additionally, questions are used to review and summarize previous lessons and assess achievement of instructional goals or objectives. Most importantly, teachers use questions to develop critical thinking skills and nurture insights by exposing new or related relationships. The purposes are generally pursued in the context of classroom recitation, defined as a series of teacher questions, each eliciting a student response and, on occasion, a teacher reaction to that response (Dillon, 1982).

The function Of questioning strategies by Kawchack & Eggen, 2014;

a. As diagnostic

Asking question inn class, Teachers can find out how students think about topic or material, also teachers can know students thinking and indentify

b. As an instructional

Questions provide practice and feedback for developing student think.

c. Motivational

Frequently asked questions can encourage active student partipation , provide opportunitis in lesson:

4. The Application Of Questioning Strategy In Teaching

a. Questioning at the beginning of the class

Addressing questioning before teaching and studying material is effective for students who have/are high ability, and/or known to be interested in the subject matter. Eble (1988) argues that some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparations. In the beginning of a class, giving question as opening questions in a conversation can make easy for the students to answer, and does not force them to reveal too much about themselves.

b. Questioning in the middle of the class.

Questioning in the middle of the class is very effective in producing achievement, it gains more than instruction carried out without questioning students. According to Eble (1988), students perform better on lesson items that are previously asked as recitation questions than on items they have not been exposed to before. . Asking questions during teaching and learning processes is positively related to learning facts. Based on the functions, the question in this session can be as confirmation checks and classification requests.

c. Questioning at the end of the class.

Questioning students at the end of the class teaching is mostly used by teachers because it is essential to know students" understanding, to assess students" learning, to test students input and evaluate both teachers" teaching quality and the teaching learning process whether they have been running well or not. In this section,

it is essential for teachers to apply recall question, a referential question to check students" understanding. Eble (1988) argues that open/closed questions, or other types of questions can also be used by teachers in completing the target learning.

B. Relevant Previous Studies

The first research was conducted by KholifaturRosyidah (2018)" .The result showed that analysis of teacher questions used in class interactions in grade 11 at Ma'arif Nu Prambon-Sidoarjo Junior High School. Class interaction is part of the communication between teachers and students that occurs in the classroom. To interact with students in class, teachers and students need to talk. Interaction can be balanced if teachers and students have the same opportunity to speak in class. One type of teacher talk to create a balanced interaction is to use a questioning strategy to encourage students to respond to the subject matter. This is what influenced researcher to conduct research at SMK Ma'arif Nu Prambon, to be precise in the Multimedia-3 class. Teachers in Multimedia-3 class find it difficult to interact with students in class. Therefore, he always tries to ask questions to students to encourage student responses in order to create interactions in the classroom.

The similarity of the current study with previous research is similar in explaining the analysis of teacher questioning strategies during classroom interactions. But there are also differences from previous researcher. This previous research focused on analyzing teacher questions used in class interactions, whereas my research focused on analyzing teacher questioning strategies during classroom interactions.In addition, there are also differences in research settings. The research was conducted at Ma'arif Nu Prambon-Sidoarjo Junior High School while this research was conducted at SMPN 14 Kota Bengkulu.

The second research was done by AyuErianti, Et al (2018)." an analysis of teachers' questioning strategies in elt (english language teaching) the classroom interaction at eleventh grade smamuhammadiyah 1 unismuhmakassar". This research deals with teacher questions in senior high school English classroom. The study was conducted to answers three of problem statement. The study was conducted at SMA Muhammadiyah 1 UNISMUH Makassar with the descriptive qualitative method. The

study was carried out by observing, interview and taking video recordings of 1 English teacher and 15 students. The researcher takes 2 class in one meeting consist of 90 minutes each class. The result showed that procedural (13%), display (74%) and referential (13%) questions were found in the type of teacher questioning strategies used. However, the reason why teacher used the types of the question is according to the function of the question type.

The similarities between the current study and the previous study are similar in examining teacher's questioning, but there are also differences from previous researcher. This previous study analyzed teacher questioning skills during class interactions while my research was an analysis of teacher questioning strategies during classroom interactions .There are also differences in research settings. The research was conducted at SMA Muhammadiyah 1 UNISMUH Makassar while this research was conducted at SMPN 14 Kota Bengkulu.

The third research was conducted by "Dian Ekawati.(2019) "An Analysis of Teachers' Questioning Strategies During the Classroom Interaction at SMAN 4 Makassar ". This research applied descriptive qualitative method. The English teachers actively using questioning strategies in the classroom interaction that they were asked the question to check about the students understanding about the previous material, to attract the students' attention, to support the students to contributions in the class and also to motivate the students to learn. And the reason why the English teacher used their questioning strategies is according to the function of the questioning strategy types.
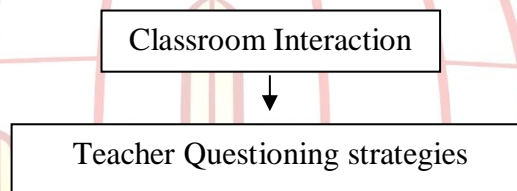
The similarities between the current study and the previous study were similar in strategic terms and were similar in analyzing strategic teachers' questioning. But there are also differences from previous researcher. This previous study analyzed direct class interactions while my research was analysis of teachers' questioning strategies during the classroom interaction.There are also differences in research settings. The research was conducted at at SMAN 4 Makassar while this research was conducted at SMPN 14 Kota Bengkulu.

From some of the relevant research, the researcher concludes that the difference between this research and previous research is the research setting, this research is focused on SMPN 14 Bengkulu and the researcher wants to know about the teacher's

questioning strategy in English class. Therefore, this research is different from previous studies.

5. **Conceptual framework**

The framework is the researcher's train of thought as the basics of thought to strengthen the sub-focus that is the background of this research. In qualitative research, a foundation is needed that underlies the research so that the research is more directed. Therefore, a framework is needed to further develop the context and concept of research so that it can clarify the research context, methodology, and use of theory in research. The explanation compiled will combine the theory with the problems raised in this study. The framework of thinking in a study needs to be stated if the research is related to the focus of the research.

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The framework of thought is the researcher's train of thought as the basics of to strengthen the sub-focus that is the background of this research. In qualitative research, a foundation is needed that underlies the research so that the research is more directed. Therefore it is necessary a framework is needed to develop the context and concept of further research so that it can clarify the research context, methodology, and the use of theory in research. the use of theory in research.

The compiled explanation will combine between the theory and the issues raised in this study. Framework of thought in a study needs to be stated if the research is related to the focus of the research. or related to the focus of the research. A framework is not just a collection of information obtained from various sources, nor is it just an understanding. However, a framework requires more than just data or information relevant to a study, it requires an understanding obtained by the researcher from the results of the search for sources, and then applied in a framework. This framework will eventually become a fundamental understanding and become the foundation for every other thought. Based on the explanation explained above, several concepts are drawn that will be used as a reference for researchers in applying this

research. The theoretical framework above will be applied in a conceptual framework in accordance with the research to be studied, namely "An Analysis of Teachers' Questioning Strategies During the Classroom Interaction".