

CHAPTER II

THEORETICAL FRAMEWORK

A. Classroom Interaction

1. Definition of Classroom Interaction

Interaction is occurred every day in the classroom activities between the teacher and the students. Classroom interaction will make the students interested in communicating at the classroom. Goronga (2013) asserts that classroom interaction makes the students participate in the teaching and learning process. It means that classroom interaction encourage students to get involved in teaching and learning process.

The students and the teacher have to build a good classroom interaction in all day long learning process. The kind of classroom interaction is not only about lesson, but also discuss about the material that the students do not understand is the one of the example of classroom interaction. In addition, classroom interaction can be in the form of sending messages, receiving messages, interpreting messages, or negotiating meaning.

2. Types of Classroom Interaction

Nisa (2015) classifies seven types of classroom interaction. The first is teacher speaking to the whole class. This type of interaction occurred when the teacher greets students in the beginning of the lesson and gave the material. It is also applied when the teacher gives a several feedback for students'

performances in the end of lesson and when the teacher gave information about next speaking activities.

The second type is teacher speaking to an individual. This type of interaction is applied when the teacher checked students' attendance, directed and asked a student in speaking activities such as ice breaking as a part of communication game. It also can be applied when the teacher corrected students' mistakes in pronouncing and related to grammatical mistakes as well.

The third is teacher speaking to group of students. This type was used when speaking activity conducted seminar as the example of simulation. In this type of interaction, the teacher told about the score of each group and corrected their mistakes.

The next is student speaking to teacher. This type refers to the student's initiation to ask or interact with the teacher. It occurred in the last meeting when the students performed their speaking in front of their classmates. Students interacted with the teacher when they tried to present and to ask some vocabularies which they did not know in the target language. In addition, it was applied when they asked the teacher about speaking activities in the following meeting.

The other type is student speaking to student. This type of interaction is called pair work and it occurred when the classroom conducted simulation and communication games activities. This type of interaction can make good

communication among students. They can help each other when they have difficulties in learning activity.

The next type is student speaking to group members. The speaking activities which applied this type were class discussion in the first meeting and communication games in the fourth meeting. Unfortunately, they tended to spend their times to interact with their group members using native languages or their first language.

The last type is student speaking to the whole class. This type is applied when students performed in front of the class as the presenters in class discussion, speakers in simulation, and performer in communication games. This interaction gives the same opportunity for each student to speak during speaking class.

Classroom interaction has to be managed by the teacher. If the classroom interaction can not be handled by the teacher, the students will be uncontrolled and noisy. It will cause the teaching and learning process fail. Khan (2009) claims that classroom interaction contributes the students being active in the learning process. It means that when the teacher gives chance to the students to talk, the students will be enthusiastic to participate in learning process.

B. Teachers' Question

1. Definition of Question

Question is a sentence, phrase, or gesture that seeks information through a reply. It means that question is when the teachers say something

like words, phrase or sentences which are needed to replay by the interlocutor or listener. In classroom settings, teachers' questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are going to do and how they are going to do it. It focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation.

2. Purpose of Question

Each question that will be given by the teachers have different use. In line with the use of questions, Lardizabal et al (2000) propose there are some uses of questions. Among these uses are:

- a. To stimulate pupils to think.
- b. To motivate pupils.
- c. To diagnose pupils' difficulties.
- d. To discover pupils' interests.
- e. To help pupils organize and evaluate.
- f. To aid pupils to relate pertinent experiences to the lesson.
- g. To focus pupils' attention on the key points of the lesson.
- h. To develop new appreciations and attitudes.
- i. To provide drill or practice.
- j. To show relationships, such as cause and effect.
- k. To encourage the application of concepts.
- l. To encourage pupil evaluation.

Gebhard (2000) states that there are some purposes of teachers' questions. The first is to ask students to display their knowledge. This is a question in which the teacher already knows the answer and wants the students to display knowledge. The second one is to discover things about them and their knowledge through referential questions. This is a question in which the teacher does not know the answer. The next purpose is to check students' comprehension. This is a question to find out if a student understands. Two other purposes of asking questions are to confirm and clarify understanding. Confirmation question is used to verify what was said and clarification check is used to further define or clarify.

3. Types of Teachers' Questions

Another categorization about the types of teachers' questions is presented by Wajnryb (1992, as cited in Hamiloglu, 2012: 3) as follows:

a. Yes/No questions

This type is questions which can be answered only by "yes" or "no".

For example:

"Do you understand?"

"Here is a picture of woman. Have you seen her face before?"

b. Short answer or retrieval-style questions

Short answer or retrieval-style questions are questions which require short responses of the person being asked. For example:

"What did she say about the movie?"

c. Open-ended questions

This type is questions which will elicit more language. For example:

“What kind of sports do you like? Why?”

“How do you feel now?”

d. Display questions

Display questions are questions which request information that has been already known to the questioner. For example:

“What color is this pen?”

e. Referential questions

Referential questions are questions requesting for new information.

For example:

“What did you study at university?”

According to Long and Sato (1983) cited in Qashoa (2013) two questioning types (display and referential) have become the most prominent category in the related contemporary studies. Both of the question types are often used by the teachers in the classroom interaction.

Questioning strategy is one of the most important dimensions of teaching and learning. It gives teachers the chance to find out what students know and understand, and it allows students to seek clarification and help. It means that through questioning, the teachers able to know what the students know and what they do not know. Questions help teachers and students in teaching learning process.

From the explanation above, the researcher can conclude that the election of questioning strategies used by the teachers can be classified from the use or purpose of the question will be given. The teachers can use the most appropriate questioning strategies based on their students' need.

C. Students' Responses

1. Definition of Students' Responses

Response is something that is done as a reaction to something else. In other word, it is called an answer. However, students' responses are not only in form of words or sentences. It can be physical response from the students like shaking their heads to show that they want to say no, nodding their hand to say yes, or just keep silent because they are confused.

2. Types of Students' Responses

Nisa (2015) states on her thesis that there are six categories of students' responses; student specific response, student open ended response, silence, silence Audio Visual (here after AV), confusion work oriented, and confusion non work oriented. Students' specific response category is the student's response of the teacher with specific and limited range of available or previously practiced answer. Student open ended response category is the student's opinion, ideas, reactions and feeling respond to the students.

Silence category is pauses in interaction; also the period of pause here is verbal interaction. Silence AV category is silence in interaction

during the use of AV, for instance tape recorder, record player, etc. Confusion work oriented category is there are many students who talk together so it cannot be recorded and also the students calling out impatiently to participate concerning with the task. Confusion work non oriented category is the same as the confusion work category but different in the students out of order and also depend on the teacher wishes, not in the task.

Students need wait-time to respond questions from the teachers because it takes much time to answer it. The teachers have to give enough time to the students to think about the questions or to form meaningful answer. According to Ndun (2012) there should be at least 2 to 4 seconds wait-time after any question before any student is called to answer it. If there is no students answer the question, the teachers can leave it unanswered. The teachers tell the students to think about the answer and will raise the questions at the beginning of the next class period.

When the teacher asks questions to the students, they are often anxious about the quality of answers they give in class. According to Newman & Goldin (1990) as cited in Chan & Cole (1994) students are concerned that if they give the wrong answers the teacher may judge them to be lacking in elementary knowledge of subject matter and other students in the class may tease them. Therefore, students are often cautious when they respond to teachers' questions.

The students also often think they are taking personal risks when answering teachers' questions (Chan & Chole, 1994). The risks are not just being judged to be lacking knowledge, but also they will be unmotivated because they will estimate the probable reaction of teachers and the other students if their answer wrong.

D. Previous Studies

To stray them the concept of this research, there are three research findings which will be presented in this part. Below is the description of each:

1. English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu

A research covered Questioning Strategies in EFL Classroom has already been conducted by Sujarati, Qashas Rahman, and Murni Mahmud in State University of Makassar. This research described the use of questioning strategies in teaching classroom through applying some types of questions and using them in mostly session in the teaching. It was found that the teachers applied more than one type of questions. Open/closed and display questions were applied frequently in all session of teaching. Meanwhile, recall and referential questions were applied only a few time by each teacher, where it should be applied in much time by every single teacher to refresh the students' mind, all at once to measure the students output of the lesson.

A result of a research conducted by Sujarati, Qashas Rahman, and Murni Mahmud showed that the teachers should repeat their questions to

clarify the meaning sense of the questions, and translate it into Bahasa Indonesia when the teachers find difficulties on students in understanding the question.

The similarity of this previous research with this reseach is the subject is Senior High School. Both of the researches also analyzed about types of question used by the teachers. This research is different with this previous research because this research also analyze about students' responses toward teachers' questions.

2. Teachers' Question in The Junior High School English Classroom

A research conducted by Lesly Narwasti Ndun in 2012 deals with teachers' questions in a junior high school English classroom. The researcher wants to know hat types of questions do the teacher tend to use in the daily practices of teaching in the EFL classroom, what are the function of the questions asked by the teachers, and how do the students respond to the question.

The results of this study suggest that questions take a significant role in achieving a successful teaching learning process. Concerning students' responses, the findings confirm that when display and referential questions were asked, the students' responses tended to be very brief (mostly four or less). Therefore, it may not be the questions asked that determine the number of students' responses, but how the teacher responds to the students' answer.

This study also reveals that in terms of correctness, mostly the students gave correct answer to the teachers' questions. It is because the questions given by the teachers were based on the lessons they studied and discussed before, so the students did not need to think in great depth in order to produce the answers. They could easily get the answers from the texts and handouts they had.

The similarity of this research with this previous research is both of them analyzed about question types. There is also the difference between this two researches. The subject of this previous research is Junior High School and this research is Senior High School.

3. Teachers' Questions in EFL Classroom Interaction (A Descriptive Study of Teacher and Students Interaction of Class XI at SMK Palapa Semarang in the Academic Year of 2012/2013)

This research was conducted in class XI TKJ of SMK Palapa Semarang in the academic year 2012/2013 which attempted to describe the types of questions that the teacher usually applies in the classroom during teaching and learning process, to find out the teacher's purposes of applying those levels of questioning, and to describe the effects of applying the levels of questioning for the students' understanding of English, and to identify students' oral responses towards teacher questions.

This is a descriptive qualitative research; the data were collected by recording the teaching and learning process and interviewing the English teacher. The transcript of the teaching and learning process and the

interview were made. Each type of questions used by the teacher in teaching the students as well as students' oral responses were analyzed, while the interview result was used as additional information for this study.

A research result showed that it was discovered that the teacher utilized certain types of questions. Referential-open questions that were used by the teacher were considerably fewer than the display-closed questions. Referential-open questions that can elicit longer responses had the percentage 31%. On the other hand, display-closed questions had the percentage 69%. Questions that are categorized as display/closed questions were widely used for checking students' understanding of the materials questions that categorized as referential/open questions were widely used for looking for certain information from the students. It was found that in all season 70% of students' responses were in form of words. The production of words was the effect of employing display/closed question. In the other hand, students' responses in form of sentence were 7 sentences. It was the effect of employing referential/ open question.

This previous research is almost same with this research because both of them analyzed the types of questions and the subject also Senior High School. The difference between this previous research and this research is this research not only analyzed the types of teachers' question but also the responses from students toward teachers' questions.