

CHAPTER II

THEORETICAL REVIEW

A. Classroom Interaction

1. Definition of Classroom Interaction

Interaction is an important concept for English language teachers. Brown in Sofyan (2014) defined interaction as collaborative exchange of thoughts, feeling, or ideas between two or more people, resulting in a reciprocal effect on each other. Interaction does not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication. Interaction is a way of learning in general and developing the language skills in particular (Khadidja, 2010). In the classroom, interaction is an essential part in teaching and learning processes. The development and success of class depends on to greater extent the interactions between the teacher and students (Tsui in Yanfen, 2010). Through the interaction with teachers, students can increase their language store and use all languages they possess.

In communicative Language Teaching (ELT), classroom interaction is really encouraged to occur in EFL classroom. Classroom interaction will make the students interested in communicating at the classroom. According to Chaudron in Pratama (2015) classroom

interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. Goronga (2013) asserts that classroom interaction makes students participating in the teaching and learning process. It means that classroom interaction encourages students to get involved in teaching and learning process.

Students are not the only participant in the classroom interaction since the teacher is also a participant. According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all of interactions that occur in the learning and teaching process. Classroom interaction has to be managed by the teacher. If it is cannot be handled by the teacher, the students will be uncontrolled and noisy. It is also will cause the teaching and learning process cannot be run well. In classroom interaction, when teacher give chance to the students to talk, the students will be enthusiastic to participate at the learning process, so it contributes the students to be active in the learning process.

Based on the explanation above, the writer can conclude that classroom interaction is all interaction between teacher and students in the teaching and learning process. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased.

2. Kinds of Classroom Interaction

Teacher and students are two major roles in the classroom. The communication and interaction happen among them in teaching and learning process. Dagarin in Awalia (2016) states that there are the participants in classroom interaction, depending on who communicates with them, as the follows:

a. Teacher-whole class

Teacher-whole class means that the teacher stimulates the students to talk, and the classroom interaction is controlled by the teacher. Tang in Awalia (2016) states that in most of EFL classroom context, the teacher always initiates this type of classroom interaction by asking questions and the students' responds to the teacher's questions. It means that in teacher-whole class interaction, the teacher has to stimulate the students to talk by asking some questions orally.

b. Teacher- a group of students

The common activity that is in this interaction is the teacher gives a task that has to be discussed in groups. The interaction between teacher and group of students is like helping other students who do not understand yet at the discussed materials, and controlling the interaction in order to prevent uncontrolled classroom situation (Dagarin in Awalia, 2016).

c. Students-students

This interaction will give advantage for the students since they will freedom to talk at each other. It facilitates the students to exchange information and ideas about the materials that they get. The students who do not understand yet trait materials can ask other students to answer or help them in understanding the material. It requires the students to exchange their ideas or add some information to make their dialogue perfect that reflect real life context (Dagarin in Awalia, 2016).

d. Students-teacher

Dagarin in awalia (2016) states that this interaction happens between the teacher and one student or many other learners, that is to say a teacher takes a part in such interaction. The teacher negotiates with the students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective.

According to Harmer in Khadidja (2010) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language that the students are able to understand. Teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what

they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

3. The Roles of Teachers in the Classroom

Teacher can play many roles in the course of teaching. Just as parents are called upon to be many things to their children, teachers cannot be satisfied with only one role. Damhuis and de Blaw in Awalia (2016) maintain that the teacher's role will affect the quality of classroom interaction. The teachers' role is the teacher have to give chance to the students to talk in the classroom.

The main teacher's role in classroom interaction is to make the students participate in the classroom interaction actively. The teacher has responsibility to facilitate interaction effectively. Teacher's role in creating classroom interaction are as a participant at the classroom interaction and a facilitator to encourage the students to involve in the interaction. It means that the teacher has to be as a participation of the interaction in order to the students attracts to participate at the classroom interaction and has to make the students realize that they have to be active in the learning process.

In addition, the teacher's role is related to the important factors in classroom interaction. Preston in Awalia (2016) states that there are some important factors in classroom interaction that include input, turn-allocation and turn-taking behaviors, students' production and feedback.

In input, the students have to participate at learning process. The teacher's role at this factor is the teacher persuades the students to participate. In addition, in turn-allocation, the teacher efforts to make the students involve in classroom interaction where the teacher's role is making sure that all students involve in the classroom interaction. Meanwhile, in turn-taking behaviors, the teacher efforts to make the students involve in classroom interaction by asking them to ask questions, make requests or volunteer to answer. Furthermore, feedback is from teacher and students where one student answers what the teacher wants, the other students and teacher will give their feedback for the performance.

B. Questioning in Classroom Interaction

1. Definition of Questioning

Questions are the most common form of interaction between teachers and students in classroom teaching. According to Cotton in Erlinda and Sari (2014) Questions is any sentences which have interrogative form or function. Lynch in Sujariati, et.al.(2016) states that questions is a command or interrogative expressions used to elicit information or a response or to test knowledge. In other words, when the people produce sentences to other people when it involves command and interrogative expression to get any information or responses means a question.

In teaching and learning context, Tsui in Meng (2012) claimed that teacher questions are all types and structures of utterances classified, either syntactically or functionally, as questions asked by teacher before, during, and after instruction in order to elicit responses from the students. Questions is any idea that requires a response from listener. It is used to make a request for information. Furthermore, the request itself is made by such an expression and the information is provided with an answer. The situation takes place when the teacher want to get students' responses and the first step is to answer questions (Lesly Narwasti, 2015 : 9).

Asking questions in order to involve students in classroom interaction is the most common technique used by teachers in EFL settings. Usually, teachers ask questions in order to elicit students thought and encourage students to elaborate on their ideas (Lemke in Al-Zahrani, 2017). Qashoa (2013) studied the questioning behavior of EFL teachers in order to better understand how to design questions that can help expand students' knowledge and promote creative thinking. Through questions, teachers encourage students' talk and facilitate verbal interaction in the classroom, whether students' production is a single word, a sentence or longer utterances in conversational patterns.

In language classroom, questions can stimulate students to use the language. Through the interaction, questioning and answering activities, students get the chance to have experience in communicating using the language (Nurhayati, 2006). When the teacher asks questions and the

students respond the questions, they use the opportunity to develop their language competence.

From the explanation above, questioning in the classroom is any sentences which have interrogative sentences that is used by the teacher in EFL classroom in order to encourage students' responses and also to check the students understanding about material which has been studied. Briefly, questioning provide large amount of benefit and function for EFL classroom interaction.

2. The Importance of Questioning

Questioning is a common technique used in EFL classroom. The goal is to check if the students understand what they have been taught, and to enhance students' involvement and to promote students' creative thinking in classroom interaction (Ennis in Lesly Narwasti, 2015). The use of questions can thus change the way of teacher monologue and involve students in the active classroom interaction, which helpful to the development of their language competence (Ma in Erlinda, 2014). As a matter of fact, in the traditional classroom, teachers dominate the interaction and speak most. This interaction pattern is likely to inhibit students' opportunities to use language for communication. However through questioning, teachers open the chance for their students to use and practice their language.

Questioning is one kind of active teaching procedure. It is one way of teaching through teachers' and students' interactions in checking learning, promoting thought, consolidating knowledge, using knowledge, and achieving teaching goals. Questioning is usually used as one kind of mutual exchange teaching skills between teacher and students (Lesly Narwasti, 2015 : 14). Thus, it can be understood that questioning is the main part of classroom teaching, and is one of teaching methods to get the aim of classroom teaching. Teachers want to get students' responses and the first step is to answer questions. Through consistent dialog and communication, teachers can get the answers they want and evaluate the students accordingly.

Questioning, as a general way used by teachers in the class, plays an important role in classroom teaching. Questions are used to evaluate students' knowledge and understanding of the subject matter. Questions can help to review essential content in a subject. It also can be used to control the social behavior of students.

3. Types of Questioning

Teachers' questions have been categorized in a number of ways. Firstly, according to Richards and Lockharts cited in Erlinda and Sari (2014), questions are classified into three types based on the purpose of questions in classroom-procedural. They are procedural, convergent, and divergent questions.

a. Procedural

Procedural questions relate to classroom procedure, routines and classroom management. They are used to ensure the smooth flow of the teaching process. For example, Richards and Lockharts in Lesly Narwasti (2015 : 16) state that the following questions usually occur in classroom while teachers are checking that assignment had been completed, that instructions for a task are clear and that students are ready for a new task.

Did everyone bring their homework?
Do you all understand what I want to do?
How much time do you need?
Did anyone bring a dictionary to class?

Procedural questions are designed to engage students in the content of the lesson, to facilitate their comprehension, and to promote classroom interaction.

b. Convergent

Convergent questions encourage similar students' responses or responses which focus on a central theme. These responses are often short answer, such as "yes" or "no" or short statement. This means they do not usually require students to engage in higher level thinking in order to come up with a response but often focus on the recall of previously presented information (Richards and Lockharts in Lesly Narwasti, 2015 : 17).

How many of you have a personal computer in your home?
Do you use it every day?

What do you mainly use it for?

What are some other machines that you have in your home?

c. Divergent

Divergent questions encourage students' responses which are not short answers and which require students to engage in higher level thinking. It require students to give their own answer and express themselves instead of just recalling previous lessons. The example of divergent questions such as the following:

Do you think computers have had any negative effects on society?

What are the best ways of promoting the use of computers in education?

Secondly, In relation to the kind of respond elicited, teacher questions are divided into open and closed questions (Barns in Erlinda and Sari, 2014 : 179).

a. Open Questions

Open questions are all questions that have more than one acceptable answer (Yang in Erlinda and Sari, 2014 : 179). characterizes this type as the questions that typically require a longer and less limited response. In addition, open questions allow the listeners to express their opinion, speculation, generation of hypotheses, and putting up of an argument (Ma in Erlinda and Sari, 2014 : 179).

b. Closed Questions

Closed questions have only one correct answer (Rohmah, 2010:2). They have a short and fixed answer so that there is only one existing answer.

Thirdly, questions are categorized based on the nature of interaction generated. Long & Sato in Qashoa (2013:54) suggest two types of this category include display and referential questions.

a. Display Questions

Display questions refer to ones requesting information or answers that already known to the teacher. They are asked to check if the students know the answers (Hamiloglu & Temiz, 2012:3). In addition, display questions are designed to elicit or display particular structures, elicit short, simple and low-level answers(Yan in Erlinda and Sari, 2014 : 180).

b. Referential Questions

Referential questions are type of questions requesting new information or the answers that the teacher does not know, and the students answer the questions in order to give the teacher information (Tsu in Erlinda and Sari, 2014 : 180). This type can gain various subjective information and draw answers referring to learners' opinion, judgments, and real life experiences, with the function of filling information gaps (Kao in Erlinda and Sari, 2014 : 180).

Fourthly, Thompson cited in Erlinda and Sari, (2014 : 180) categorizes questions into yes/no questions and wh-questions based on the grammatical forms of the questions. The yes/no questions need the answer yes or no while a Wh-questions needs more information in the answer rather than just yes/no. It uses a question word such as who, what, where, when, why, and how.

The last division of the questions is concerning questions cognitive level. This category suggests that the answers required by the questions state on certain level of cognitive. Bloom cited in Qashoa(2013:55) indicates that level of learning outcomes is determined by lower level questions (knowledge, comprehension and application) and higher level questions which encourage students to analyze, evaluate and synthesize.

a. Knowledge Questions

Knowledge questions require the students to recognize or recall information. The students are not asked to manipulate information, but merely to remember it just as it was learned. To answer a questions at the knowledge level, the students must simply remember facts, observations, and definitions that have been learned Previously (Sadker and Sadker in Lesly Narwasti, 2015 : 20-21).

b. Comprehension Questions

Comprehension questions require learners to select those fact that are pertinent to answer the questions by describing, comparing, or contrasting; that is, to answer comprehension questions, the students

should go beyond the memorization or recalling of specific information, facts, ideas, or procedures (Perrott, Cooper in Lesly Narwasti, 2015 : 21).

c. Application Questions

Applications questions call for students to apply information they have learned in order to search for and find an answer to a problem (Perrott in Lesly Narwasti, 2015 : 21). There are key words that help teachers to ask application questions, these are apply, classify, use, give, an example, solve, design and demonstrate (Sadker and Sadker in Lesly Narwasti, 2015 : 21).

d. Analyze Questions

Analyze questions are questions which have higher level which indicate cause and effect relation. These questions are designed to help students analyze information so as to reach a particular conclusion. Some of the key words that are frequently found in analysis questions are identify causes, draw conclusions, analyze, why, determine, evidence, etc. (Perrott in Lesly Narwasti, 2015 : 22).

e. Evaluate Questions

Evaluate question is a higher order process and does not have a single correct answer. Evaluation questions require the students to judge the importance of an idea, a solution to a problem or an aesthetic work, and also ask the students to offer an opinion on an issue. There

are key words which indicate evaluation questions, they are judge, argue, decide, evaluate, assess, etc.

f. Synthesize Questions

Synthesize questions are also higher order questions that ask students to perform original and creative thinking (Cooper in Lesly Narwasti, 2015:22). These questions help students produce original communications, make predictions, and solve problems. There are key words that can help the teachers to ask questions. To mention some, create, plan, construct, formulate, put together, produce, design, develop, synthesize, how can we improve, etc. (Cooper in Lesly Narwasti, 2015:22).

From the explanation above, it can be concluded that types of teacher's questions can be classified into several categories, they are based on the purpose of questions in classroom-procedural, the kind of respond elicited, the nature of interaction generated, the grammatical forms of the questions, and the last is concerning questions cognitive level.

C. Basic Assumptions

In teaching learning process, questioning is one of the most important tools in guiding and extending students' learning. Questioning is commonly used by teacher as an instrument to create interaction in the EFL classroom. It is the best way for them to encourage some responses from student and also

to check students understanding about material which has been studied. The effective questions gives by the teacher will stimulate students to actively involved in the teaching and learning process. Through questions, teacher can help the students to expand their knowledge and create creative thinking.

Based on the explanation above, the writer assumes that English teachers of SMP Negeri 1 Tambak use many types of questioning in EFL classroom to encourage students in expressing their ideas and thoughts, and also practice and use the target language.

