

## The Influence of Teacher's Questioning On Classroom Interaction in Intensive Reading Classroom

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### Abstrak

Penelitian ini bertujuan untuk meneliti seberapa jauh pengaruh pertanyaan guru terhadap interaksi kelas di kelas membaca intensif. Penelitian ini menggunakan pendekatan kualitatif. Adapun subjek dari studi ini adalah satu guru yang mengajar kelas membaca intensif dan siswa di kelas membaca intensif. Data utama dari studi ini berupa pertanyaan guru beserta interaksi yang terjadi antara guru dan siswa secara individu, guru dan kelompok siswa, serta interaksi antara siswa dan kelompok siswa. Hasil dari penelitian ini menunjukkan bahwa jenis pertanyaan guru tingkat rendah dan tinggi sangat berpengaruh terhadap interaksi di dalam kelas. Jenis pertanyaan tersebut dapat menambah interaksi antara guru dengan seluruh siswa, guru dengan siswa secara individu, dan siswa dengan kelompok siswa. Demikian dapat disimpulkan bahwa pertanyaan guru berperan penting dan berpengaruh didalam proses pembelajaran didalam kelas membaca intensif.

**Kata Kunci:** *Pertanyaan Guru, Membaca Intensif, Interaksi Kelas..*

### Abstract

Teaching This study aimed to investigate the extent of the influence of teacher's questioning on classroom interaction in intensive reading classroom. This study used qualitative as the research design. The subjects of the study were a teacher who teaches reading and students in intensive reading classroom. The main data were teacher's questioning types and the interaction between teacher to a student, teacher to whole students, and student to students. It collected through observation in intensive reading classroom. The result of the study showed that both lower and higher cognitive questions can strongly influence classroom interaction. Those questions can strengthen the interaction between teacher to whole students, teacher to a student and student to students. Therefore, it can be concluded that both of teacher's questioning played a great role and impacted the teaching and learning process in intensive reading classroom.

**Keywords:** *Teacher's Questioning, Intensive Reading, Classroom Interaction.*

### INTRODUCTION

Reading is an activity which is important to do to expand knowledge. In EFL context, teaching reading becomes an important thing in learning L2 acquisition. It cannot be separated from three components; those are students, teacher and text. Students are the readers who read the text and try to comprehend the text. Teacher is the role model who helps students to guide, motivate, facilitate, and evaluate them in reading activities. Then, text is something that being read and comprehended. According to Wallace (1992), teaching reading is a direction and guidance to help students in acquiring the text. Teaching reading also a crucial work since the teacher must be aware of students' progress to obtain the information of the text. Therefore, the role of the teacher is significant.

Besides, the teacher's questioning has been classified into some taxonomy. That taxonomy has been categorized into some taxonomy. It used to determine the levels of questions. In general, those categories have been set the

questions on two major categories; those are lower level questions and higher level questions. Thus, the lower level questions are categorized as the questions which recall students' knowledge. However, the higher level questions are the advance level of questions which demand deeper of thinking process.

Moreover, the study about questioning are often conducted, especially the study about teacher's questioning and classroom teaching. However, the study about types of teacher's questioning on classroom interaction in academic context still worth to be explored and investigated. Then, the study about teacher's questioning for college students are still limited. Thus, the present study will focus to find the extent the lower and higher cognitive types. It is aimed to enrich and complete the previous study related to teacher's questioning.

The previous study from Weihua (2010) showed that convergent type of questions are frequently applied in the classroom. Those questions engage low level thinking which provide less comprehensible input to students. Also, the interaction which happened in class was

dominated by the lecturer meanwhile the students just only passive listening to what the teacher's said in the classroom. However, the study was not focused to the certain taxonomy of questions. In order to analyze the data, the researcher used qualitative and quantitative for the research design. Yet, the researcher could not give detailed information to the research focus. Therefore, future research will focus to the particular taxonomy of questions and one of research design to make the study more centered.

The other researcher from Farahiana & Rezaeb (2012) showed that the teacher frequently used yes/no questions and closed/display questions. It revealed that teacher's low level of proficiency and lack experience played a great role in asking questions. It can cause the learner's silence and reluctance to participate in teaching and learning process. It might have been due to the ineffective questioning technique. Thus, the future study will investigate the effective teacher's questions to improve the study related to the art of questioning skills.

Moreover, the other study about lower and higher cognitive questions type was conducted by Freahat & Smadi (2014) revealed that reading textbook in Jordanian high school and introductory university EFL course textbook had dominant low level of questions. This study also showed that reading textbook in university level did not give higher level questions. Nonetheless, this study focused to the reading textbook than the verbal teacher's questions.

The recent study from Lestari (2018), showed that the teacher applied all five types of questions based on Blosser and Cunningham questioning types and students' responses. The result of the study showed that the teacher mostly used structuring questions and factual recall questions. Indeed, the study was concerned on the teacher and student in senior high school. Therefore, the future study will investigate deeper about teacher's questioning by using other taxonomy in university level.

Moreover, those study about lower and higher order questions were conducted bring some matters. The researcher found that the most of the previous study showed that the teacher overused the lower cognitive questions than higher cognitive questions.

The teacher focused on asking students' factual comprehension than the inferential questions. Nevertheless, the study about teacher's questions in university level is still limited. Thus, the researcher attempts to conduct and investigate the study about teacher's questioning for university level to enrich the previous study. Based on that, the researcher formulates the research questions as follows;

1. To what extent does the lower cognitive question influence classroom interaction?
2. To what extent does the higher cognitive question influence classroom interaction?

Based on the research questions, the objectives of the study are to find out the extent of the teacher's lower questions on classroom interaction. Moreover, the result of the study is expected to provide the completed description of questioning strategies on classroom interaction. This study might be beneficial for teacher to learn and apply the reading strategy in teaching reading. It can help and attract students in lesson and activate the learning process. For the students, this study might inspire and activate students into reading also help them to know the good strategy in reading. It enables students to develop their critical thinking and reading ability. For the future researcher, this study is expected to provide a positive impact for English teaching models, especially for the better and more effective questioning techniques..

## METHODOLOGY

In the study, the researcher used qualitative approach which allowed the researcher to describe the data. It was focused on deep understanding and meaning through observation (Ary, 2010). The qualitative research was aimed to interpret behavior and intention of phenomenon. It was reported in a written form of words. The subject of the study was one of reading lecturer in State University of Surabaya.

In addition, to answer the research questions, students were also contributed in the study. The researcher focused to the students' responses during learning process. The students of English Education 2019 were chosen to be participated in this study. There were 19 students in the class; those are 17 female students and 2 male students. Moreover, the intensive reading course was chosen by considerations this class requires much interaction between a teacher and students.

However, only some of the students were actively involved in the lesson. It can be proved by few of students who contributed in teaching and learning activities. Despite, they were still willing to be the volunteer when the teacher asked for help and they followed the interaction well. The setting of the study was in the intensive reading classroom. The study was carried out in a state university of Surabaya.

The researcher also did the observation as the instrument to gain the data. All the data were formed of words, phrases, and sentences uttered by teacher and students. The data also described the interaction between teacher to student, teacher to whole students and student to students. The data was analyzed and interpreted based

on the researcher interpretation which in form of descriptive. (Ary, et al 2010).

Furthermore, to answer the first questions, the researcher classified the lower cognitive questions and its taxonomy also the students' responses. Then, to know the influence of lower cognitive questions towards classroom interaction, the researcher categorized the questions which contributed the interactions between teacher to student personal, teacher to whole students, and student to students. Moreover, to answer the second research questions, the researcher classified the higher cognitive questions and its taxonomy also the students' response toward its questions. In order to know the influence of using higher cognitive questions, the researcher categorized the questions which contributed the interaction between teacher to student, teacher to whole students, and student to students.

The data were taken by using observation. The researcher used field notes and recorder to observe the classroom. Moreover, a field notes is the note which is used to know the ideas and views of the researcher (Fraenkl, 2011). Besides, the researcher also recorded the learning process by using cell phone. Therefore, a recording device is considered as the important part of qualitative researcher's equipment. (Fraenkl, 2011).

## RESULT AND DISCUSSION

### The Lower Cognitive Questions

In the first meeting, the teacher discussed about students' homework and some explanation. The teacher mostly focused on the grammar which asked students to distinguish between subject, noun, verb, and adjective. Then, the teacher asked students to do some exercises on intensive reading book.

(1)

Teacher's Questions	Bloom Taxonomy	Students' Response
People like living there, is this a noun phrase?	<b>L1 Knowledge</b>	No
Who has different opinion? Anyone? Number 2, and 3 are they easy?	<b>L1 Knowledge</b>	2 is easy, but 3 not.
Number 2, can we combine these sentences by using notwithstanding?	<b>L2 Comprehension</b>	No

Can you restate the sentence of "the roof of a dug-out could collapse if there are not enough walls in the underground space to support it?"	<b>L2 Comprehension</b>	The structure roof of a dug out could collapse if in the underground space is not enough walls to support it.  The structure of the roof can collapse, if there are not enough walls in the basement to support it.
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In the second meeting, the teacher set up the class into U shape and she did brainstorming in pre-reading chapters. She asked students to discuss the questions to the other students. In while reading, she introduced the strategy to students and asked them to read the text.

(2)

Teacher's Questions	Bloom Taxonomy	Students' Response
Based on your preview, what do you think the reading is about? What is the title?	<b>L1 Knowledge</b>	Understanding Philly's Basement
How many heading that you find there?	<b>L1 Knowledge</b>	Three.
What are they?	<b>L1 Knowledge</b>	An underground mystery, mapping the depths,

Moreover, in the third meeting, the teacher asked students to discuss about the homework. She asked the representative of the group to write their works. Then, she the teacher asked students to do another exercise on intensive reading book.

(3)

Teacher's Questions	Bloom Taxonomy	Students' Response
What is the use of a map? List of words?	<i>L1 Knowledge</i>	To know the condition.
From sentence number 1, what is the keywords?	<i>L1 Knowledge</i>	Scattered
What is the keyword of last sentence?	<i>L1 Knowledge</i>	Cannot predict the next sinkhole

Based on those samples of questions during three meetings, the researcher analyzed the teacher frequently asked questions which categorized L1 and L2. The questions which measured knowledge have functions to identify the information and the ideas which students have learned. This type of questions can activate and develop students' interaction. Moreover, the questions which measured L2 or comprehension have function to demonstrate understanding facts and ideas. Since the teacher asked simple questions, students did not need long time to answer the questions because the students just answered the questions based on their prior knowledge and understanding about the material.

The teacher was overused to apply the questions which measured L1. Those the questions frequently asked in the teaching and learning process. The teacher disposed to check students knowledge related to the text. Meanwhile, the teacher forgot to apply the questions which measured L3 or the application..

Moreover, most of the questions asked before teaching the lesson. Based on Eble (1998) questions in pre reading activity can help students' to learn new material, encourage students' curiosity with the lesson. Furthermore, questions at the beginning at the lesson can remind and recall the previous lesson before entering new materials. Questioning at the beginning was good since it was a new material because students' need to introduce the material. The teacher asked simple questions in order to help students get into material and stimulate their interaction.

Therefore, based on Wilen, W and Clegg A Ambrose (1986), lower order cognitive questions ask students to recall knowledge and information. Some of studies also indicate that low cognitive skill promotes greater achievement than higher level questions (Rosenshine, 1971). Thus, the lecturer should determine the appropriate questions to develop students' comprehension and to improve students' critical thinking.

### The Influence of Lower Cognitive Question on Classroom Interaction

The lower cognitive questions can influence some interaction between the teacher to a student, teacher to whole students, and student to students. Based on three meetings, the teacher frequently asked the questions for whole students to activate the lesson. Thus, the interaction of lower cognitive questions happened between teacher to whole students.

It conducted on the beginning till the end of the lesson. The teacher gave some questions in pre reading and while activity in order to help students' learning new material. Since the questions are categorized as low cognitive questions, thus the students did not long time to answer the questions. Indeed, the students answered the questions short and simple form. Afterwards, the teacher asked them to think and to interpret the ideas in own words. Besides, those questions can be answered only a student then the others is agreed about it.

Teacher's Questions	Bloom Taxonomy	Classroom Interaction
Why do people in Couber Pedy not get upset about fights and rough behavior	Because people in Coober Pedy live together in harmony also rough and other behavior can be predictable.	Teacher to Whole Students
How about number 4? Someone is planning to construct underground home in Coober Pedy. What tools that he/she is probably use?	The tools predictions are monster trick, drill shovel, hammer, and race.	

Moreover, the interaction between the teacher and a student happened when the teacher asked students related to the material. Sometimes, the teacher needs to know the students' opinion about the text. Those questions help the teacher to clarify the students' answer.

Teacher's Questions	Students' Response	Classroom Interaction
How depth we can find those trashes?	I think is around 5 feet.	Teacher to Student
How about 10 feet?	I think we will find the animal inside the ground.	



Furthermore, the lower cognitive questions also provide classroom interaction when the teacher asked students to gather with their groups and tried to discuss their homework. In this case, she gave the explanation and gave some material related to the intensive reading course. After giving the explanation, the teacher asked students to do the exercise related to the text. It asked students to distinguish whether the sentence corrects or not. However, the students also gave short responses without giving and stating their reasons about its answer.

Teacher's Questions	Students Response	Classroom Interaction
Number 2.the collapse of underground structures sometimes kills people traveling in the surface. Is it a true or false?	True	Teacher to Whole Students,
Okay, based on the statement number 3. Is it true or false?	False	

The teacher also led the students to find the evidences related to their answers. She asked them to identify the keyword and find the paragraph and line which correlated to the answer. All of the students discussed the answer with their friends, and some students answered the questions with the same answer.

Teacher's Questions	Students Response	Classroom Interaction
How about number 3, is it right or false? Which paragraph and line?	Paragraph 4 line 22	Teacher to Whole Students, Student To Students
How about number 3, is it right or false? Which paragraph and line?	Paragraph 4 line 22.	

Based on the analysis above, the researcher found that the lower cognitive questions can influence classroom interaction. Those types of questions can activate students' participations. It can lead students to be fully involved in the teaching and learning process. Moreover, not all of the students were participated to answer the questions, yet some of students tried to give their opinions. Those questions cannot be separated from the

role of the teacher who guided them to prepare their level of thinking. Those, questions can be a tool to help them having good comprehension about the learning material.

Therefore, it can be concluded that the low cognitive questions can contribute on classroom interactions in intensive reading classroom. The most interactions happened was not initiated by the students, but initiative the teacher to build classroom interaction. Based on the Freahat and Smadi (2014) revealed that low cognitive questions were more dominant to be asked. They also stated that low cognitive questions can improve the acquisition of factual knowledge. The types of the questions as the basic questions type to prepare students into higher cognitive skills. In the end, the lower cognitive questions can attract students' participation in activating the lesson, gaining classroom interaction and clarifying students' answer.

### The Higher Cognitive Questions

Moreover, to answer the second research questions, the researcher classified some questions into higher cognitive questions. First, teacher asked students some questions to train higher cognitive skills to students and activate the classroom interaction. The teacher applied the questions which measured L4 (analysis), L5 (synthesis), and L6 (evaluation). The questions are frequently asked in while reading activity. In this part, the teacher took attention to the material. After giving some explanation, the teacher asked some questions to students.

Teacher's Questions	Bloom Taxonomy	Students' Response
What is the main idea?	<b>L4 Analysis</b>	The failure of underground structure in Philadelphia may cause accidents
Ok, let's make a prediction. What topic do you think will be discussed?	<b>L5 Synthesis</b>	Philadelphia underground, Basement structure, Inside underpass, the tunnel underground
Why do you think people dig up the lawn?	<b>L6 Evaluation</b>	-

Based on the classification types of questions above, the researcher analyzed that the teacher who applied the

various questions type during classroom enables students to practice in cognitive process. If the teacher only used same of questions, the critical thinking of students may not be challenged. In this case, the teacher must be selective to choose the appropriate questions for students. Those various types of questions and the enough time needed to process and formulate different types of questions. Thus, having enough time is important for students to think and to give best responses of the questions. Moreover, the researcher classified those questions which categorized as higher cognitive questions were good to apply in the learning process since the questions are the powerful teaching tools in increasing the quality of instruction. Moreover, the teacher should design the appropriate questions to students. The questions should consist of lower cognitive questions and higher cognitive questions. Thus, those cognitive questions type can be used by the teacher to formulate questions in cognitive process.

Moreover, the students need to be enforced in thinking critically about the subject by creating their own responses. Applying the various cognitive levels of questions is needed during teaching and learning process for greater development of cognitive skills. In this case, the teacher must try to challenge students at higher cognitive questions especially in creating and evaluating levels. Then, the students will be expected to give their understanding of the topic. It is aimed to make students realize that their understanding about the material may be superficial. Thus, teacher can motivate and encourage students to gain deeper about the information beyond the text and develop students' lifelong thinking skills by asking students to the higher cognitive questions.

Furthermore, the types of questions asked during teaching and learning process should be well thought. It means that the teacher must initiate to plan the appropriate questions to reach the stated objectives. Teacher may arrange the variety of questions types to avoid students being bored. If the questions are worth to ask, students must be given the opportunity to formulate response. In addition, giving students' adequate time to think can build their self-esteem and encourage further development of thinking skills.

Based on Blosser (2000), the teacher who uses multiple types of questions during teaching process are allowing students' become more engaged in the main content. He believed that teachers have to analyze the types of questions asked during instruction. It was good for the teacher to set and select good questions for the students' improvements. It requires students to explore the cognitive levels which allow students to think critically. According to Newcomb and Treftz (1987), by understanding the level of cognition in the questions

asked during class session. Teacher is able to challenge students at various level of cognition. Therefore, the teacher who understands students' current use of questions and cognitive levels of questions will have greater potential for making changes to develop students' participation in the classroom.

### The Influence of Higher Cognitive Questions and Classroom Interaction

In the three meetings, the teacher frequently asked students to discuss with their friends.

Teacher's Questions	Students' Responses	Classroom Interaction
What is the main idea of paragraph 5?	<p>The record have scattered and inaccurate and the old are lost and we cannot predict where the next</p> <p>The most important is that new systems are hard to plan unless you know where the old ones are.</p> <p>We cannot predict where the next sinkhole, even records are kept before we find the old ones.</p>	<p>Student to Students</p> <p>(Group Discussion)</p>

The researcher analyzed that the higher cognitive questions more influenced classroom interaction than lower cognitive questions. There were some interactions which can be found such as having discussion, and performing classroom tasks. Moreover, the interaction between the teacher and students happened when the teacher asked students to do some exercises then, the teacher discussed the students' answer in front of the classroom. While, the interaction between a student to students happened when the teacher asked students answered the questions.

The higher cognitive questions can be found while learning process. Sometimes, the teacher also asked the students about the reason of students' answer in order to promote critical thinking. Moreover, the teacher asked students to discuss in a group to help students share their opinion with the other students. In this interaction, teacher has an essential role to design the activities and the task. Based on Nuthall and Snook (1982), the

activities in the classroom can be categorized into three basic forms. Those are individual work, extended discourse, and interactive discourse.

In the individual work, teacher asked students to do the task individually in order to check students' comprehension in the material. Extended discourse means the teacher talks, performs, demonstrate or the exhibit materials. Then, in interactive discourse, the teacher gave students opportunity to have interaction to other students, such as giving the opportunity to discuss the answer.

Thus, the higher cognitive questions were being a good tool to attract students' participation in classroom. It also can activate students' participation in learning process. Sometimes, teacher also confronted by trying to motivate students to answer the questions without worrying whether their answer correct or not. It can influence students to initiate their willingness in the classroom interactions. Moreover, the right questioning types will enforce students to perform their language competence as the responds of the teacher's questions (Sadker,2011)

Brown (2001) added that the good teacher's questioning can give students' opportunity to produce language. It could be a tool contribute stimulus for students to trigger classroom interaction. The appropriate questions address students to communicate and to relate each other's. Not only by giving questions to students, but teacher can also give insight to the students' problems and difficulties. Thus, it can be concluded that higher cognitive questions can contribute to promote classroom interactions. It can help students to activate their critical thinking, share their opinion, and present their ideas through the teacher's questions.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the research findings which are discussed in chapter four, the researcher found that the teacher's questions can be a good tool to influence classroom interactions. The findings have been published that both lower and higher cognitive questions types can strongly give impact on classroom interaction. Concerning to the influence on classroom interaction, the lower cognitive questions can activate the lesson and help students to prepare in the higher cognitive thinking skills.

Those types of questions can contribute the interaction between teacher and whole students, teacher to a student and student to students. However, the result showed that the teacher overused the questions which measured L1 knowledge and L2 comprehension, yet the teacher omitted the questions which measured application. The responses of the students toward its questions are categorized as

lower cognitive responses too, since the answer of the students is short and simple. However, the lower cognitive questions were more frequently asked than the higher one. This is a contradictory since the subject of this study is university students which asked students to use their critical thinking skills.

Furthermore, the relationship of teacher's questioning toward classroom interaction is closely related and essential. The higher cognitive questions also influence some interactions. Those types of questions asked students' to sharpen and train their critical thinking skills. The data showed that the higher cognitive question contributed the interaction between teacher to whole students, and student to students. The teacher proposed higher cognitive questions which categorized L4 (analysis), L5 (synthesis), and L6 (evaluation). Some of the responses of the students on its questions are categorized as higher cognitive responses too, since the students have to interpret the material and use their deep thinking skill.

Therefore, it can be concluded that both of teacher's questioning played an important roles in contributing classroom interaction of intensive reading classroom.

### Suggestion

This part discusses some suggestions for the teachers and the future researchers. For the teacher, it is suggested that the teacher tried to give more attention to ask students with the higher cognitive questions to contribute more classroom interaction. The teacher should select the appropriate questions types based on students' level and determine the good questions in case to attract students' attention. The teacher tries to give more attention to ask students with the other level of higher cognitive questions and the teacher should enlarge students' portion in classroom and let the learners dominate their own classroom.

Then, for the future researcher who wants to conduct the similar research, they can investigate teacher's questions with different place, participant, and level of study. In order to complete and enrich some research related to teacher questioning, the future researcher can be concerned to another types of questions.

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