

## **CHAPTER I INTRODUCTION**

This chapter concentrates on the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous studies.

### **A. Research Background**

Classroom interaction has an important role in the process of English language learning, especially in English as a Foreign Language (EFL) classrooms where students have limited chances to practice the target language outside of the class environment (Walsh, 2011; Brown, 2001; Nunan, 1991). This condition highlights that the classroom becomes the main place for learners to be exposed to and practice English. It shows that what happens during classroom interaction such as the way teachers ask questions and provide feedback can strongly influence the success of students' language development. Therefore, understanding the quality of classroom interaction and the strategies that teachers use becomes crucial, especially in EFL contexts like Indonesia where students rely heavily on school-based learning.

According to Richards and Lockhart (1994) and Sinclair and Brazil (1982), classroom interaction involves more than the mere delivery of information; it encompasses the exchange of ideas, the provision of feedback, and the negotiation of meaning all of which contribute to the development of learners' communicative competence. This understanding implies that teachers are not only information providers but also facilitators who are responsible for designing opportunities that enable students to engage in meaningful language use. However, in the EFL classroom context in Indonesia, such interactive teaching practices are not always fully realized.

Richards and Lockhart (1994) emphasize that teachers play essential role in organizing classroom Interaction, as their instructional talk significantly affects the direction and depth of students' participation and learning outcomes. This

theoretical perspective highlights the need for teachers to deliberately employ questioning and feedback strategies to guide and sustain interaction. The researcher recognizes, however, that in many Indonesian EFL classrooms, teachers may not consciously apply these strategies as part of their lesson planning, which could limit the potential for interactive and student-centered learning. This condition underlines the importance of examining how these strategies are used in practice, as is the focus of the present study.

Several studies have underscored the importance of effective questioning and feedback in enhancing classroom interaction and facilitating language learning. Hasanuddin et al. (2021) demonstrated that questioning strategies such as probing and redirecting can enhance student involvement, while Widiastuti (2021) reported that feedback strategies like explicit correction and elicitation contribute to improving learners' oral communication skills. These findings affirm the value of these strategies in fostering active learning environments. However, it is noteworthy that most existing research focuses primarily on identifying the types of strategies employed by teachers without thoroughly examining the processes through which these strategies are implemented in real-time instructional discourse (Gonzalez-Torres & Sarango, 2023; Elfiyanto & Fukazawa, 2020). The present study intends to address this gap by providing a detailed analysis of the application of questioning and feedback strategies within the classroom interaction process.

The theoretical framework supporting this study is derived from the work of Richards and Lockhart (1994), who view questioning and feedback as purposeful teaching strategies that structure classroom interaction and engage learners cognitively. Borich (2011) similarly asserts that instructional strategies, including questioning and feedback, must be deliberately designed to influence both the cognitive and affective aspects of learner development. Cotton (2001) reinforces this by highlighting the strategic function of questioning in stimulating thought and managing classroom discourse. These theoretical positions underscore the role of questioning and feedback as integral components of effective teaching.

Nonetheless, the researcher notes that while these frameworks are well-established in theory, their translation into classroom practice remains underexplored in the Indonesian EFL context an area that this study specifically aims to investigate.

Despite the theoretical and empirical recognition of the importance of questioning and feedback strategies, evidence from Indonesian EFL classrooms indicates that these strategies are not yet fully optimized. Studies such as those by Amelia (2022), Widiastuti (2021), and Gonzalez-Torres and Sarango (2023) reveal a predominant use of lower-order questions and corrective feedback, suggesting that teachers may not consistently apply strategies that promote higher-level cognitive engagement. This observation highlights the need for further inquiry, which the present study aims to fulfill by examining both the types and the actual implementation of these strategies in classroom settings.

In response to these considerations, this study seeks to investigate how questioning and feedback strategies are applied by teachers during classroom interaction in the EFL context and to analyze how these strategies contribute to the creation of interactive and meaningful learning experiences.

## **B. Research Questions**

This research examines several research questions, as follows:

1. What types of questioning and feedback strategies do teachers use in EFL classroom interaction?
2. How are the questioning and feedback strategies implemented by teachers during classroom interaction?

## **C. Research Purposes**

The purpose of the study goes as a result:

1. To analyze the questioning and feedback strategies teachers use in EFL classroom interaction.

2. To investigate how teachers implement questioning and feedback strategies in EFL classroom interaction.

#### **D. Research Significances**

This study is expected to provide contribution both theoretically and practically, as outlined below:

##### **a. Theoretical Significance**

Theoretically, this research contributes to the development of knowledge regarding teacher talk, particularly focusing on questioning and feedback as intentional instructional strategies that facilitate classroom interaction. This study refers to the framework of Richards and Lockhart (1994), who emphasize that questioning and feedback are not incidental acts but purposeful strategies that guide learners' cognitive processes and promote meaningful participation in language learning. Similarly, Borich (2011) states that teaching strategies, including questioning and feedback, must be deliberately designed to enhance both students' understanding and motivation in the classroom. Cotton (2001) also highlights that questioning is an essential strategy for interaction in EFL Classroom.

##### **b. Practical Significance**

Practically, the findings of this research provide direct implications for teachers, students, and policymakers. For teachers, the study highlights concrete strategies in questioning and feedback that can improve classroom interaction, such as using probing or divergent questions to stimulate critical thinking and applying motivational feedback to build learner confidence. For students, the findings emphasize how teacher talk can foster participation, encourage risk-taking in English use, and sustain motivation. For policymakers and teacher training institutions, the study offers insights into designing professional development programs that integrate effective questioning and feedback practices, thus improving the overall quality of English teaching in Indonesia.

#### **E. Research Scope**

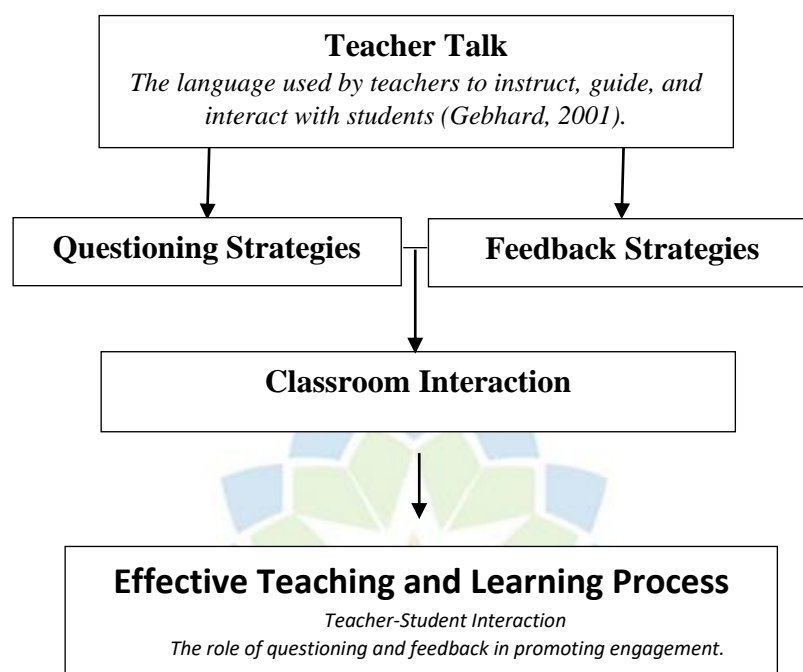
This study is a qualitative case study that focuses on analyzing teacher questioning and feedback strategies within the context of EFL classroom interaction. The scope of the research is limited to examining two main aspects: (1) the types of questioning and feedback strategies used by English teachers, and (2) the implementation of these strategies in classroom interaction.

The study was conducted in the context of English as a Foreign Language (EFL) classrooms at SMP Negeri 2 Cileunyi, Bandung, West Java. The participants consist of two English teachers one teaching in grade 7 and one in grade 8 along with the students in those classes. The data were gathered through classroom observations and teacher interviews, as explained in Chapter III.

In terms of questioning strategies, the analysis includes several types identified in the theoretical framework, such as procedural, convergent, divergent, probing, prompting, redirecting, rephrasing, and wait-time (Borich, 2011; Gebhard, 2006). Meanwhile, the feedback strategies examined include recast, elicitation, explicit correction, clarification request, metalinguistic feedback, repetition, and praise (Lyster & Ranta, 1997; Ellis, 2009). These strategies were observed during the actual flow of teacher–student interaction in the classroom.

Furthermore, this research focuses solely on questioning and feedback strategies that occur during classroom interaction. This delimitation is intended to maintain the research's focus on real-time questioning and feedback strategies that directly shape student participation and interaction in the EFL learning process

## F. Conceptual Framework



**Figure 1.1 Conceptual Framework**

In English as a Foreign Language (EFL) classrooms, teacher talk represents more than a channel for delivering content. As Richards and Lockhart (1994) argue, it reflects purposeful instructional strategies including questioning and feedback that structure classroom Interaction, nurture student engagement, and enhance language development. Similarly, Cotton (2001) emphasizes that questioning strategies are essential tools for managing interactive learning, as they influence the depth and direction of student participation. These perspectives lay the theoretical groundwork of this study, which positions questioning and feedback as deliberate strategies at the heart of teacher talk.

Contextualizing these theoretical foundations within recent empirical studies further strengthens their relevance. Kurniawati and Suryani (2024) found that effective teachers deliberately used procedural, convergent, and divergent questions to foster analysis and critical thinking, rather than relying merely on display-type questioning. Fitriati et al. (2021) also reported that strategies such as

decomposition and repetition were applied intentionally to elicit richer student responses in EFL classrooms. In addition, Astutik, Indriani, and Nurkamilah (2021) highlight how teachers' perceptions of questioning strategies influenced their instructional choices, reinforcing the idea that these strategies are not random but thoughtfully selected. These findings support the conceptual framework's assertion that questioning is a strategic, intentional component of teacher talk.

In parallel, feedback strategies continue to evolve as critical components in classroom interaction. Gonzalez-Torres and Sarango (2023) demonstrate that both teacher- and peer-mediated feedback play distinct yet complementary roles in the writing process, indicating that feedback strategies are planned interventions that aim to enhance linguistic accuracy and communication fluency. The study "Mobile-Based Peer Feedback in EFL Speaking" (Asian-Pacific Journal, 2024) shows how technology-mediated feedback can be intentionally designed to increase speaking engagement and learner autonomy. Widiastuti (2021) highlights that EFL teachers in Bali consciously employed verbal and written feedback practices to support learners' performance. Elfiyanto and Fukazawa (2020) compare direct and indirect written corrective feedback to show that each strategy serves a strategic purpose tailored to students' needs. Meanwhile, JSLW (2023) clarifies how feedback contributes to the development of self-regulated writing strategies. Furthermore, the study in *Konstruktivisme* (2022) reveals the positive effect of peer feedback on writing quality and collaborative learning. Collectively, these studies reinforce that feedback is not accidental but an instructional strategy consciously chosen by teachers to support learner development.

By synthesizing theory and recent evidence, the conceptual framework positions questioning strategies and feedback strategies as two pillars of teacher talk that directly influence classroom interaction understood here as the quality of teacher-student and student-student discourse in the classroom. The researcher believes that when questioning and feedback are strategically employed within classroom discourse, they transform teacher talk into a powerful catalyst for meaningful language learning.



This conceptualization guides the present study to explore how questioning and feedback strategies are practically implemented in an Indonesian EFL classroom and how they shape the quality of interaction. It forms a coherent, theoretically grounded model that situates teacher talk at the core of interactive language learning practices.

## **G. Previous Studies**

Several recent studies have emphasized the importance of questioning and feedback strategies in the context of English as a Foreign Language (EFL) classrooms, highlighting their role in enhancing student engagement, fostering critical thinking, and promoting meaningful classroom interaction. These studies have consistently underlined that both questioning and feedback are not merely spontaneous teacher behaviors but are carefully selected strategies that influence the flow of classroom discourse. However, most of these investigations have primarily focused on categorizing types of strategies or capturing teachers' and students' perceptions rather than examining the real-time application and function of these strategies during classroom interaction, leaving a gap that this present research intends to address through its case study approach.

Kurniawati and Suryani (2024), in their study conducted at SMKS Pasundan 1 Cianjur, analyzed the use of questioning strategies between male and female teachers. Their findings revealed that teachers intentionally applied procedural, convergent, and divergent questioning strategies to stimulate critical thinking and guide classroom discussions. This indicates that questioning in the EFL classroom is strategically planned rather than incidental. Similarly, Astutik, Indriani, and Nurkamilah (2021) explored teachers' perceptions regarding questioning strategies and concluded that teachers viewed questioning as a vital instructional tool for promoting learner creativity, independence, and reflective thinking.

In terms of feedback strategies, recent research by Gonzalez-Torres and Sarango (2023) investigated the impact of teacher and peer feedback on EFL students' writing performance. Their study revealed that while both teacher-



directed and peer-mediated feedback significantly improved students' writing quality, the strategies employed varied based on the feedback source, suggesting the need for teachers to carefully select appropriate feedback strategies depending on instructional goals. This notion is further supported by the findings of Ding and Zhu (2025), who demonstrated that mobile-based peer feedback enhanced students' speaking performance, motivation, and engagement in Chinese EFL classrooms, showing that feedback strategies, whether oral or written, must be intentionally integrated into the teaching process to maximize their effectiveness.

Additionally, Wu and Miller (2020) examined the effect of mobile-mediated peer feedback on pronunciation accuracy and discovered that such feedback strategies led to noticeable improvements in learners' speaking skills, reinforcing the idea that feedback is a strategic tool for language development rather than a mere corrective measure. In the Indonesian context, Widiastuti (2021) found that public secondary school teachers in Bali favored immediate oral feedback during speaking activities but often neglected delayed or descriptive feedback for writing tasks. This imbalance suggested a need for teachers to develop a more comprehensive approach to feedback strategies that caters to both oral and written language development.

Therefore, this study seeks to fill these gaps by simultaneously analyzing both questioning and feedback strategies as they naturally occur in classroom interaction. Specifically, it aims to identify the types of strategies employed by English teachers and to examine how these strategies are implemented during teaching and learning at SMP Negeri 2 Cileunyi. This research provides a more comprehensive and practice-oriented understanding of teacher talk, offering insights that complement and extend the findings of previous studies, and contributing to the improvement of EFL teaching practices in Indonesian secondary schools.