How do Teachers Overcome Failed Interaction After Asking Question?

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Abstract. Interaction between teachers and students is important in learning. Interaction often begins with a question from the teacher to the students, even if it is just a rhetorical question (a question that does not require an answer). Although questions start an interaction, it is not uncommon for questions to be the cause of interaction failure. Questions that do not get a good response from students can result in the failure of classroom interaction. In fact, there are many functions of questions, not only to measure students' understanding, but also to stimulate critical thinking and active involvement in learning. Based on this, it is important to learn how teachers deal with questions that do not get a response from students so that there is no failure of interaction. The purpose of this study is to find out how teachers overcome interaction obstacles if the questions given do not get a response from students. This study is qualitative research that uses classroom discourse analysis method. Data were collected from two language classes from different schools. What teachers do to overcome interaction failure in learning is repeating questions, paraphrasing question sentences, and giving additional questions or accompanying questions. This method is a way that is often used by teachers.

Keywords: question, classroom interaction, interaction failure, conversation analysis

INTRODUCTION

Interaction is a very important part of the learning process because learning occurs when students interact and communicate with teachers (Tadesse et al., 2023). Interaction creates discussion between students with teachers and students with students. Through interaction, there is an exchange of information, ideas and understanding between teachers and students which improves the quality of learning itself.

One effective way to create classroom interaction is by asking students questions (Wangru, 2016). While questions are one of the most common ways to elicit interaction or response, to be effective, they must stimulate higher-order thinking, as well as encourage critical, logical, reflective and creative answers. (Eadie et al., 2022; Myhill, 2006). Besides creating interaction, it can also serve to check students' understanding, stimulate critical thinking, actively involve students in discussions, and build a dynamic learning atmosphere. Questions have many functions in learning, so questions occupy an important position in learning. A good learning process is supported by the teacher's ability to use questions in various roles needed in the learning process (Rahman, et al, 2018).

Although asking questions is an effective way to create interaction, it sometimes also creates interaction failure because the teacher's questions pose many obstacles to student responses (Margutti, 2022). This happens generally because there is no response from students either because of student ignorance or students are afraid to respond for various reasons. This can certainly hinder the interaction that occurs, thus affecting the course of learning activities.

One interaction framework that is commonly used in classroom analysis is the IRF (Initiation-Response-Feedback) pattern, which was first introduced by Sinclair and Coulthard (1975). The IRF pattern describes a cycle in which the teacher initiates the interaction with a question or statement (Initiation), the student responds (Response), and then the teacher provides feedback (Feedback). This pattern helps structure the classroom dialogue and provides opportunities for students to participate, although the teacher is still fully in charge of determining the agenda of each discourse.

Although the predictable interaction pattern (IRF) is a basic structure in classroom interaction, it is not uncommon for this structure not to occur due to interaction failure. Interaction failure is when the teacher gives an initiation (question) but does not get a response from the students. The IRF structure is disrupted and the teacher needs to create a new interaction. Unlike the case when the teacher gives the initiation but the students respond with answers beyond the teacher's prediction, or the wrong answer, the interaction can still occur because the teacher will provide

feedback.

Several studies that discuss the relevance of questions in classroom interaction have been conducted, such as Gümüşok and Balıkçı (2020), Al Zahrani and AL Bargi (2017), Blything get al. (2020), Abkharon (2013), and Doley (2019).

To improve broader interactions in the classroom, teachers need to develop communication skills, improve interactions, and increase student engagement (Gümüşok & Balıkçı, 2020). In order to increase interaction teachers usually increase classroom questioning because the questions asked by teachers have a significant effect on the interaction between teachers and students. The higher the complexity of the teacher's questions, the more interaction increases (Al-Zahrani & Al-Bargi, 2017). Teacher questions can help students develop speaking skills, prepare them to think critically, and increase confidence in language. However, the questions asked cannot be perfunctory because asking different types of questions can also produce different responses from students. Students will respond more complexly when the teacher asks for further explanation (Blything et al., 2020). This shows that teacher conversation influences students' thinking skills. The interaction processes that influence students' thinking skills are the sequencing of questions and the pattern of feedback from the teacher (Abhakorn, 2013). These classroom interactions will form a pattern of initiation, response and feedback (IRF). However, the formation of this pattern if it does not emphasise student responses can hinder many moments of interaction (Doley, 2019). Therefore, student response is important in a learning interaction for the benefits of interaction to be obtained.

Based on some of these studies, it shows that interaction in learning is important because it can increase student participation. But sometimes there is a failure of interaction due to the questions asked by the teacher, so that the flow of interaction is disrupted. From the existing researches, most of them discuss about questioning in learning, classroom interaction and interaction patterns, there are still rare that specifically discuss how teachers overcome interaction failures that occur in learning, especially after the teacher asks a question.

Therefore, it is interesting to examine how teachers overcome interaction failures in the classroom after giving questions. The results of this study can provide new insights into how teachers overcome interaction failures that occur after asking questions to students. By knowing these strategies, the benefits of questioning to improve the quality of learning are obtained. In addition, classroom interaction can take place effectively, creating an interactive and productive learning environment.

This article aims to find out how teachers overcome interaction failures after asking questions to students, so as to increase students' participation in learning. Thus, the results of this study are theoretically expected to provide insight into effective strategies to overcome obstacles that occur in classroom interaction, so as to increase student involvement in learning. Practically, teachers can implement strategies to overcome interaction failure, so as to create a supportive learning environment for students.

METHODS

The purpose of this study is to present the characteristics of an action (teacher feedback when interaction failure occurs) in its natural environment. Therefore, discourse analysis (CA) was chosen for data analysis because its main focus is on non-experimental data that occurs naturally without considering character and setting (Ten Have, 2007). Broadly speaking, conducting discourse analysis (CA) research involves at least four stages, namely: (1) recording the interaction; (2) transcribing the recording in whole or in part; (3) analysing the selected episodes; (4) reporting the research (Ten Have, 2007).

Data collection was conducted in two junior high schools. Two language teachers were observed during teaching. The language teachers selected were language teachers who had been teaching for more than 10 years. Data collection was carried out by recording Indonesian language learning using a handycam and recorder for seven meetings. Subsequently, the whole transcription was done using text method with multicolumns.

The method applied for data analysis is the *padan* method, which is a language analysis approach with a determining tool that is outside and separate from the language (Sudaryanto, 2015). In this study, the commensurate method uses the technique of *Pilah Unsur Penentu* (PUP) technique, to identify and classify interaction failures that occur after the teacher asks a question.

RESULTS AND DISCUSSION

In the context of learning interaction, the

interaction that occurs includes predictable interaction, unpredictable interaction, and new interaction context (Rymes, 2008). Predictable interaction context is the suitability of the intention between speakers and speech partners in a conversation. If it is associated in this study, it means that the teacher is able to predict students' answers and students give answers that are in accordance with what the teacher expects. In the context of questions, it usually occurs when the teacher gives display questions.

The context of unpredictable interaction, which is an interaction where there is no compatibility between the speaker and the speech partner, can also be interpreted as a misunderstanding in communication. In the context of the question, it can be interpreted that the teacher cannot predict the students' answers, usually the teacher gives referential questions or questions to ask for opinions in this unpredictable interaction.

Next is the context of new interaction, which is an interaction that occurs because of a failure in the previous interaction. In this interaction context, the teacher creates a new interaction structure because the previous interaction cannot be continued. More simply, this context is how the teacher responds to silence in the classroom. The occurrence of a new interaction can occur when the teacher provides a new initiation, either in the form of a question or a statement. In this context, this means questions, both display questions and referential questions. This new interaction context is the focus of this research.

Many things cause silence or unpredictable interactions in the classroom, one of which is because students do not understand what the teacher is saying, so students are only silent when asked by the teacher. Students lack confidence or indeed the teacher asks questions in an inappropriate way.

The method in which the teacher responds to the silence in the classroom can change the discourse in the classroom. Therefore, it is necessary to be careful when building new interactions because students may give unexpected responses. Creating new interactions in this study focuses on how the teacher modifies questions so that students can answer questions that previously could not be answered.

Repeating the Question

Conteks	:	Q&A AFTER THE STUDENTS HAVE READ THE BOOK
Teacher	:	AND WHILE WAITING FOR THEIR FRIENDS TO COLLECT THE BOOK FROM
Student	:	THE LIBRARY.
Teacher	:	*Setelah kamu baca mengenai*
Student	:	*iklan, tujuan iklan, dan strukturnya, kamu mengetahui bahwa struktur teks iklan itu ada berapa ya?*
		***
		Struktur teks iklan ada berapa?
		Struktur ada dua

This interaction occurs at the beginning of learning, entering new material. Therefore, the teacher asks students to read the book first so that students have an overview of the material to be discussed. After the time was sufficient, the teacher asked questions to the students to check their understanding, as well as to check whether the students had actually read the material. Therefore, the function of the questions given by the teacher is to check students' understanding and check whether students have done the instructions given by the teacher.

In the excerpt of the interaction, at first the teacher asked a question but the students did not respond. Therefore, the teacher repeats the question exactly the same, but by emphasising the core of the question. This happens with probability, *first*, when the teacher asks questions, students still don't understand the material being discussed because students have only read the material being studied at that time, so students need time to find the answers the teacher wants from the material they read. This can also be attributed to the teacher's waiting time which is still lacking, so students need additional time to answer the teacher's question even though the teacher's question is a display question. Waiting time does not really affect display questions because students need to remember information (Alsaadi et al., 2019), but in this case waiting time matters because it provides additional time for students to find answers. Students do not

remember the material, but look for answers in books. So the waiting time is used by students to find answers in the book, not to remember.

Second, the teacher repeats the question, emphasizing important questions because previously the teacher was still discussing the context of the material being discussed, so it is possible that students are not too focused on the main point of the teacher's question. When the teacher repeats questions, students are able to digest the teacher's questions better, so that students are able to answer the questions given by the teacher. So repeating the teacher's questions focuses what the teacher is asking, so that students understand the teacher's meaning and are able to answer.

So this shows that after repeating it, students responded by answering "Struktur ada dua". The students' silence on this question is probably because the students need more waiting time, or are confused about the focus of the teacher's question, so the teacher needs to emphasize the focus of the question by repeating the question.

Changing the Question Sentence

Context	:	CLOSING AND REFLECTING
Teacher	:	ON LEARNING
		Ya untuk tiga hal pada tujuan pembelajaran kali ini mengenai
Students	:	*pengertian, fungsi, dan unsur-*
Teacher	:	*unsur telah kalian pelajari*
Students	:	*Bersama. Apakah ada kesulitan untuk pemahaman tiga hal itu?*
		*
		Sudah paham semuanya?
		Sudah (all students)

The interaction occurred at the end of the lesson on advertising material, the same material from the previous conversation. After the learning activity is complete, the teacher closes the lesson and asks questions to the students. The questions given by the teacher are display questions that aim to check students' understanding of the material that has been learned.

In the excerpt, the teacher checks students' understanding by asking detailed questions, so the questions become long. However, the teacher's question, which should be easy to answer, did not get a response from the students, making it a failed interaction. The initiation given by the teacher was not responded by the students well, so the interaction became stagnant. Therefore, the

teacher needs to overcome this kind of failed interaction.

The excerpt shows that the teacher changed the question to a simpler one, "Sudah paham semua?" and then got a response from the students. This shows that simple questions are easier for students to understand. The same thing happened in the following interaction excerpt.

Context	:	QUESTIONS AFTER STUDENTS EXPLAIN TO
Teacher	:	EACH OTHER AND ASK QUESTIONS TO FRIENDS
		Yang sudah bisa memahami
Students	:	*mengenai pola penyajian iklan,*
Teacher	:	*boleh tunjuk jari, silakan!*
Students	:	*Yang mantap begitu! Yuk tunjuk*
Teacher	:	*jari!*
		* (*Flipping through the book*)
Students	:	*Tidak ada yang tunjuk jari?*
		*
		Saya ulangi, saya balik pertanyaannya. Yang belum jelas siapa? silakan tunjuk jari! (*many students point their fingers*)

The interaction excerpt occurs when students explain to each other and ask questions to their classmates. The teacher uses jigsaw method in this lesson, so there are groups of experts who explain to their friends, so in the group there is a question and answer interaction. After the session ends, the teacher asks questions to check students' understanding of the material presented by the expert groups.

In the excerpt, the teacher ensured that students had understood the material, but students did not respond, not because they did not understand the teacher's question or couldn't answer. Students did not answer because the teacher's question was not in accordance with what the students experienced, therefore the teacher asked by changing the question to mean the opposite of the previous question.

The description shows that when the teacher changes the question, it does not mean that the student does not understand the teacher's question, but it could also be because what is asked is not in accordance with the student's situation. In addition, based on the quote, it is also possible that students are embarrassed to say they understand because they are reluctant if they are given further questions. Therefore, it is important for teachers to provide a secure and comfortable environment for

students. Secure means psychologically safe, such as students are not made fun of when they answer incorrectly or "dropped" by asking questions that are not in accordance with the student's capacity. So the use of language in classroom interaction needs to be considered, so that it creates a classroom atmosphere that feels full of joy, kinship and familiarity. Thus it can cultivate students' enthusiasm in learning (Utami, 2019), including in responding to teacher questions.

Ask Additional Questions

Context   :   ASK AND ANSWER QUESTIONS ABOUT THE TYPES OF ADVERTS, THE
Teacher   :   TARGETS OF THE ADVERTS, AND THE
Students   :   PUBLIC'S RESPONSE TO
Teacher   :   THE ADVERTS.
Students   :   *Kalau jenis iklan seperti ini kira-*
Teacher   :   *kira masuknya jenis iklan seperti*
Students   :   *apa ya?*
            *
            Iklan ini tujuannya apa?
            Berhenti merokok
            Berarti ada pesan sosialnya ya,
            berarti ini iklan apa?
            Layanan Masyarakat (all
            students)

The interaction occurred when the teacher was about to end the lesson and asked questions with students to check their understanding of the types of advertisements. Many advertisements were discussed, but when the advertisement related to the dangers of smoking, students did not immediately answer.

When the teacher directly asked about what type of advertisement was shown, students did not respond well, resulting in interaction failure. The teacher did not repeat the question or change the question, but instead provided an additional question as a clue for the students to answer the previous question. In addition, questions like this also serve to provide support to students so that students can understand the concept of the material being studied. After being given additional questions, students were able to answer the teacher's questions, so there was a new interaction after the interaction failure.

The methods to overcome the failure of interaction in the classroom are used so that the interaction in learning can work properly. Failure of interaction in learning can have bad consequences because it can interrupt the teaching and learning process. Some of the things that will happen when learning interactions are disrupted are *Firstly*, student participation is reduced, therefore students are less motivated and the class becomes monotonous, boring, so that students' interest in learning will decrease. Secondly, there is a misunderstanding of the material taught by the teacher due to the lack of opportunity to ask questions and discuss. In doing assignments, students can also be confused because the task instructions are not well understood. Finally, students' academic performance may decline. In addition, students are also lacking in the development of communicating and expressing opinions.

These findings are in accordance with the opinion of Chaudron (1991) who states that teachers modify questions by repeating or changing the question sentence. In addition, Holland and Shortall (Wihadi, 2010) also added another way of modifying questions, namely by providing additional questions.

In addition, there are some factors that affect students' involvement internally, namely self-confidence, courage to respond, understanding, ability to explain, and ability to conclude that are still lacking (Ginanjar et.al, 2019). One of the ways teachers can overcome this is by creating a supportive and non-judgemental classroom environment, so that students feel safe and comfortable to participate in class discussions.

Furthermore, to reduce the failure of interaction in learning, especially related to question and answer, teachers need to understand students, realising that they are students who have their own experiences and understanding. The relationship between questions and answers has been discussed by Bakhtin. In Bakhtinian's view (Miyazaki, 2023) when a teacher asks a question to a student, the teacher has an expected answer. However, the teacher's question has many meanings, so it contains various questions (interpretations) that are different from what was meant. The student interprets the question the teacher asks, chooses one of the many implicit questions as his question, and answers it. Sometimes, the student chooses a question that is different from the question the teacher meant. In this case, the student's answer may not match the answer the teacher expected; the teacher considers the answer wrong. However, if the student's answer can be traced back to the student's question that gave rise to the answer, ... the teacher can discover new insights about the learning topic hidden in the student's incorrect answer and can

incorporate these new insights into the flow of the lesson. The child and the teacher become the questioner of the same question. Therefore, if the student answers incorrectly, the teacher cannot necessarily blame the student, but the teacher needs to understand how the student thinks, so that the teacher understands the student's point of view of the material taught by the teacher.

CONCLUSION

Interaction in learning is an important component that affects the effectiveness of the teaching and learning process. When interactions work well, students can be more engaged and motivated, resulting in a better understanding of the subject matter. However, if there is a failure of interaction, especially after the teacher has asked a question, there needs to be a proactive effort to create a new interaction. There are three ways that teachers can overcome this interaction failure, namely by repeating the question, changing the question sentence, and giving additional questions. These methods serve to facilitate students' understanding of the questions given by the teacher because the questions become simpler, so they are easily understood by students and can help students gradually understand the questions given.

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