

## **Types of English Teachers' Questioning and Classroom Interaction Affecting Learners' Motivation in EFL Context**

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### **Abstract:**

*The research aims to reveal the types of teachers' questioning and classroom interaction that most affecting the EFL learners' motivation. A mixed-method design was employed in this study with 30 students and a teacher as the respondents. The quantitative and qualitative data were gained through questionnaires and a structured interview for the students, and an observation checklist of the teaching process during three meetings. The data from the questionnaire were analyzed using Descriptive Statistics on SPSS Version 22. Moreover, the analysis of interview data was completed through data condensation, data display, and drawing/verifying conclusions. The observation checklist was used to reveal the kinds of questioning and classroom interaction that is frequently used by the teacher. Based on the quantitative data, it was found that the types of questioning affecting the students' motivation were the leading, display, and open-ended questions. However, the types of questioning that the most frequently used by the teachers are referential and display questions. Moreover, the questionnaire result showed that the whole classroom and group interaction were the types of classroom interactions that most motivated the students in the learning process. From the observation, the teacher*

*facilitated the student with various classroom interactions based on their need. Overall, the teacher has facilitated the students with the kinds of questioning and classroom interaction that motivates the student in learning.*

**Keywords:** *classroom interaction, motivation, teacher's questioning.*

## 1. INTRODUCTION

It has been widely accepted that motivation plays a crucial and significant role in any educational learning process inevitably the second language acquisition. It is one of the most significant factors affecting language learning success (Dörnyei, 1998; Gardner, 1985). Motivation itself can be defined as the combination of effort and desire to achieve the learning goals following a positive attitude toward learning the language (Gardner, 1985; Oxford & Shearin, 1994). It affects the students' way of learning, their engagement in the classroom, and their learning outcome. Therefore, it can be stated that motivated learners put more effort and responsibility into the learning process. Besides that, they also enjoy, become enthusiastic, and actively engage during the learning process (Akbulut, 2008; Ali et al., 2020; Muftah & Rafic-Galea, 2013).

Realizing the importance of motivation to the students' learning process, the teachers are responsible for creating the motivational conditions in the EFL classroom. Özütürk & Hürsen (2014) highlighted some motivational conditions, namely 1) proper teacher behaviour following by the good relation among teacher and the students, 2) enjoyable and supportive language classroom atmosphere, and 3) an adherent learner group characterized by appropriate and cooperative group norms. The teachers are also recommended to utilize specific teaching strategies such as improving the positive interdependence among the groups in the classroom, enhancing the learners' participation and language practice, building a positive and supportive learning environment (Ali et al., 2020; Busse & Walter, 2013; Ning & Hornby, 2014). The learning environment becomes a striking factor in arousing the learners' motivation. Batubara et al., (2020) and Wong (2014) also revealed that the most common motivational strategy that the teachers utilize is creating a positive learning environment.

Creating an engaging classroom environment cannot be separated from the classroom interaction that the teachers employ. The learning environment, in this case, the language classroom, is a place where the elements of the language are delivered and acquired, method, syllabus, and materials are utilized, the theories and practices are embedded, social identity and attitude are affected, and interaction is

united with the education (Seedhouse & Jenks, 2015). Through classroom interaction, the connection between the teachers and students and the students and their peers occurs to transfer and share the knowledge, provide feedback, and any other learning activities (Huriyah & Agustiani, 2018). Teachers' failure to maintain classroom interaction may lead to misunderstandings between the teachers and the students. This condition further leads to unachieved learning objectives. Therefore, teachers are expected to have competence in varying classroom interactions.

One of the most common techniques in maintaining classroom interaction is by questioning. Most of the teachers' talks in the classroom interaction are dominated and initiated by teachers' questions or teachers' questioning (Darong et al., 2021; Huriyah & Agustiani, 2018; Maolida et al., 2020; Solita et al., 2021). It is considered as the crucial stepping stone in inviting the students' engagement since the EFL students are generally reluctant to initiate and maintain the interaction (Brown, 2001; Dewi et al., 2019). In addition, the teachers' questions increase the students' motivation (Megawati et al., 2020; Yang, 2017) and develop their critical thinking skills (Astrid et al., 2019; Prasetianto, 2019). It can be assumed that the student's motivation is affected by the positive learning environment that is built from good classroom interaction and teachers' questioning.

However, research in the area of motivation did not cover this issue yet. Primarily, the research on students' motivation focused on teaching techniques or media. Besides that, there is a shift from integrative to situational factors affecting the students' motivation. Pérez-García & Sánchez Manzano (2015) researched the situational factors affecting the students' motivation. They covered the teaching style, classroom activities, classroom environment, and teachers' attitudes. Wright (2016) also suggested that the connection between the types of questions and the students' motivation need to be covered. Nevertheless, research on the area of questioning and classroom interaction related to this issue is also scarce. Most of the previous related studies focused on analyzing the types of teachers' questioning in the classroom (see e.g. Aprina & Andriyanti, 2020; Astrid et al., 2019; Erianti et al., 2018; Nashruddin & Ningtyas, 2020; Navtria et al., 2020; Suartini et al., 2020, etc.), examining students' response to the teachers' questions (Fadilah & Zainil, 2020; Darong et al., 2021; Guangwei Hu & Duan, 2018), scrutinizing patterns of the classroom interaction (Dewi et al., 2019; Fatmawati et al., 2020; Sari, 2019), and the teachers' reason in using the questioning strategies (Astrid et al., 2019; Erianti et al., 2018; Sujariati et al., 2016). It can be inferred that the evaluation of teachers' questioning and classroom interaction emphasizing on the students' side, especially related to their motivation, is still not widely explored.

Therefore, this research attempted to be more specific in the classroom environment affecting students' motivation. It is crucial to pay attention to the elements of the classroom environment, in this case, the classroom interaction, to achieve a positive

learning atmosphere. Specifically, the present study aimed to scrutinise types of teachers' questioning and classroom interaction affecting the students' motivation to learn English. Moreover, the types of questioning and classroom interaction employed by the teachers in the classroom were also taken into account.

## **2. LITERATURE REVIEW**

### **2.1 Classroom Interaction and Teachers' Questioning in EFL Context**

Classroom context is one of the small pieces of the whole social context in human real life. Therefore, the interaction is inevitable to have occurred within the elements in it. Classroom interaction can be defined as communication in the forms of verbal and non-verbal along with the social relationships that happen in the classroom (Richard et al., 1992). Some scholars have different classifications and forms of classroom interaction (Aghbar & Malamah-Thomas, 1989; Byrne, 1989; Lier, 1998). In the EFL context, especially in Indonesia, teacher-centered is still the most frequently used in teaching and learning processes (Maolida et al., 2020; Maulana et al., 2012; Suryati, 2015). It means that the teacher is still dominant and controls the classroom, such as giving lectures. Therefore, it can be assumed that teacher-whole classrooms and teacher-students become the classroom interaction pattern in the EFL context.

One of the ways in creating an interaction is by addressing the questions. Besides attracting the communication or interaction, teachers' questioning has many functions, such as inviting the students to form critical thinking skills and evaluating the learners' understanding of the content (Astrid et al., 2019; Cotton, 1988; Prasetianto, 2019;), improving the students' problem-solving skills (Guo Hu, 2015), arousing the students' motivation and participation (Cotton, 1988; Gall, 1984; Megawati et al., 2020). Some experts also classified the types of questioning differently (Blosser, 2000; Kao, S. & Weng, 2012; Richards & Lockhart, 1994). However, in an EFL context where the students' still have a low level of English proficiency, the teachers addressed the question only to check the students' comprehension related to the content by utilizing the question that needs less response (Aisyah, 2016; Nasir et al., 2019). Therefore, it can be assumed that the display question is dominantly used in the EFL classroom.

## **3. RESEARCH METHODOLOGY**

This study employed a mixed-method design. It was conducted before the pandemic era in a Junior High School located in South Sulawesi. The participants of the study included 30 second-grade students and an English teacher. The students were chosen by applying the cluster random sampling from the total population of the second-grade students. Concerning the quantitative data, the researcher administered a questionnaire to the students followed by an interview with several students related to the questionnaire. This qualitative data was employed to clarify and elaborate on

the students' responses to the questionnaire. Then, the classroom observation was conducted during three meetings to reveal the teacher's kinds of classroom interaction and questioning.

This study adapted a motivation questionnaire for the quantitative data, namely Language Orientation Questionnaire from Dörnyei & Chan (2013). The questionnaire contained 14 items 7 questions to obtain the kinds of questioning that affect the students' motivation to learn English, and 7 questions to acquire the kinds of classroom interaction that affect the students' motivation to learn English. Furthermore, the kinds of questioning in the instrument are overhead, display, leading, open-ended, closed, and rhetorical questions. Moreover, the types of classroom interaction in the instrument are teacher-whole class, teacher-group, teacher-pair, teacher-individual students, group-group, group-individual student, and individual student-individual student. The instrument used for the qualitative data was a structured interview containing 14 questions developed by the researcher. The data was collected through an audio recording by phone. Another technique of collecting the qualitative data was classroom observation with the observation checklist as the instrument.

In analyzing the quantitative data, items on the questionnaire were scored by the five-point scale of Likert Scale 1=strongly disagree until 5=strongly agree. After that, the data were tabulated and analyzed using Descriptive Statistics on SPSS Version 22. In the observation checklist, the researcher used a checklist, "yes" has 1 point while "no" has 0 points, to determine the kinds of questioning and classroom interaction used in teaching English. Then, the data were further displayed on the pie chart to achieve readability.

Data analysis in qualitative research carries out at the time of data collection takes place and after the completion of data collection in a particular period. At the time of the interview, the researcher has analyzed the interviewees' answers. If the interviewee's answer after an analysis was not satisfactory, then the researcher continues the questions again, to a certain extent where the data obtained credibly. It was done in an integrative manner and lasted continuously until complete so that the data was already saturated. Thus, the data analysis for the interview was data condensation, data display, and drawing/verifying conclusions (Miles et al., 2014).

## **4. FINDINGS**

### **4.1. Types of Teachers' Questioning Affecting the Students' Motivation**

From the questionnaire distributed to the students, Table 1 below presents the result of the kinds of questioning that can affect the students' motivation.

Table 1. Types of Questioning Motivating the Students

| No | Statements  | Frequency & Percentage (%) |           |           |          |    | Mean | Std. Deviation |
|----|---|----------------------------|-----------|-----------|----------|----|------|----------------|
|    |   | SA                         | A         | U         | D        | SD |      |                |
| 1. | I learn English better in the class [when the teacher usually gives leading questions to students].         | 22 (73.3)                  | 8 (26.7)  | 0         | 0        | 0  | 4.73 | .450           |
| 2. | I really enjoy learning English [if the teacher usually gives open-ended questions to the students].        | 11 (36.7)                  | 12 (40)   | 6 (20)    | 0 (3.3)  | 0  | 4.10 | .845           |
| 3. | I really enjoy learning English [if the teacher usually gives display questions to the students].           | 10 (33.3)                  | 14 (46.7) | 3 (10)    | 3 (10)   | 0  | 4.03 | .928           |
| 4. | I find learning English very interesting [if the teacher usually asks the students].                        | 14 (46.7)                  | 9 (30)    | 7 (23.3)  | 0        | 0  | 4.23 | .817           |
| 5. | I learn English better in the class [when the teacher usually gives overhead questions to the whole class]. | 6 (20)                     | 15 (50)   | 9 (30)    | 0        | 0  | 3.90 | .712           |
| 6. | I really enjoy learning English [if the teacher usually delivers rhetorical questions].                     | 3 (10)                     | 12 (40)   | 13 (43.3) | 2 (6.7)  | 0  | 3.53 | .776           |
| 7. | I find learning English very interesting [if the teacher usually gives closed questions].                   | 2 (6.7)                    | 3 (10)    | 17 (56.7) | 8 (26.7) | 0  | 2.97 | .809           |

It was found that the all of students (100%) were motivated in learning English if the teacher gave leading questions to them ( $M = 4.73$ ,  $SD = .450$ ). The other result presented that the majority students mostly liked learning English if the teacher gave display and open-ended question to the students with percentage respectively 80% and 76.7%, it was 24 and 23 students ( $M = 4.03$ ,  $SD = .928$ ), ( $M = 4.10$ ,  $SD = .845$ ). Moreover, 23 (76.7%) students loved learning English if the teacher always ask them ( $M = 4.23$ ,  $SD = .817$ ), 21 (70%) students loved learning English if the teacher delivered overhead question ( $M = 3.90$ ,  $SD = .712$ ), 15 (50%) students liked rhetorical ( $M = 3.53$ ,  $SD = .776$ ), and 5 (16.7%) students preferred closed questions ( $M = 2.97$ ,  $SD = .809$ ) in teaching and learning process.

Therefore, the types of questioning that mostly affecting the students' motivations are leading questions (100%), display questions (80%), and open-ended questions (76.7%). These findings are supported by some reason stated by the students in the interview that is presented in some excerpts as follow:

*“To make us more understand, like how to say it, we are not wrong anymore because there is a clue given to us”* (Student 1, Item 1).

*"There is instruction before that so that we are not wrong in answering"* (Student 2, Item 2).

*"Because I like a challenge, it is more fun, if there is something wrong the teacher could know, and it will be better."* (Student 2, Item 3).

*"Sometimes I enjoyed but sometimes not because the teacher could know if we understand or not. If the teacher did not point us means that we understand"* (Student 3, Item 3).

*"I like it because the answer to that kind of question has been explained before in the material so we can give more explanation. So I like it more."* (Student 2, Item 2).

Contradictory, the kind of question that made the students less motivated was the closed question with only 5 students (13.79%). The students have their own opinions related to their answers based on the in-depth interview conducted; their answers are shown in the excerpts below:

*"Because the only answer is yes or no"* (Student 4, Item 7)

*"Because the answer is only yes or no, it is easy. We need more explanation of why the answer is yes or no so that it will be better if there is an explanation"* (Student 2, Item 7).

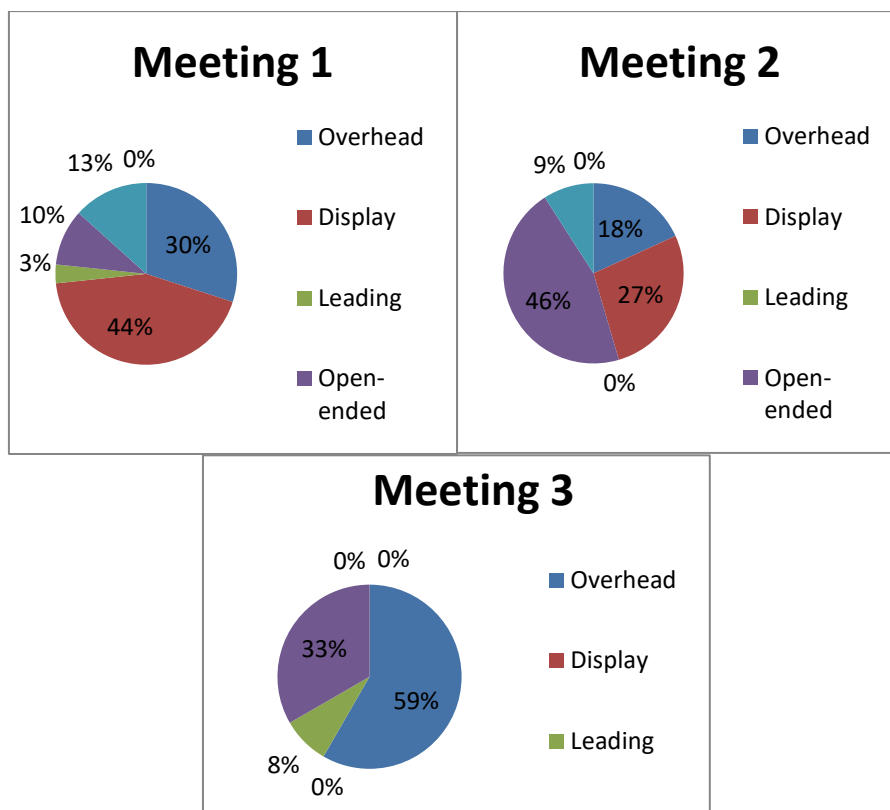


Figure 1. Frequency of Questioning Types Applied by the Teacher in the Classroom

The figure above presents the frequency of questioning types that the teacher addressed during the three meetings when the research was conducted. During three meetings, referential question (89%) was used dominantly followed by the display question (71%). However, the majority of questioning types in every meeting is different. The display question (44 %) is mostly addressed in meeting 1 while meeting 2 mostly dominated with the open-ended question (46 %). Differently, the overhead question (59 %) dominated in meeting 3. Despite all the varieties, the teacher attempted to vary the questioning types in every meeting. Respectively, the teachers facilitated the students with the kinds of questions that motivated them the most. Some examples of questions that the teacher addressed in the classroom during the three meetings were shown in Table 2.

Table 2. Examples of Questions Used by the Teacher

| Kinds of Question   | Examples  |
|---------------------|---|
| Overhead question   | “What did you write?”, “Who has translated the text?”, and “In which part do you think the main idea of this paragraph?”  |
| Display question    | “What is the main idea of paragraph 3, Ann?”, “What is the answer to number three, Alice?”  |
| Open-ended question | “How is the hortatory exposition?”, “What are the interesting things about this advertisement?”   |
| Leading question    | “We have just learned the difference of hortatory exposition and analytical, who can mention it again?”, “So, if we want to promote our brand, what kind of text we use?” |
| Closed question     | “Do you understand?”, “Do you agree with that?”   |

#### 4.2. Types of classroom interaction affecting the students’ motivation

Table 3 presented below concerns the kinds of classroom interaction affecting the students' motivation.

Table 3. Types of Classroom Interaction Motivating the Students

| No | Statements  | Frequency & Percentage (%) |              |            |            |    | Mean | Std. Deviation |
|----|---|----------------------------|--------------|------------|------------|----|------|----------------|
|    |   | SA                         | A            | U          | D          | SD |      |                |
| 1. | I really enjoy learning English [if the teacher usually gives activity to students according to the group]. | 17<br>(56.7)               | 8<br>(26.7)  | 3<br>(10)  | 2<br>(6.7) | 0  | 4.33 | .922           |
| 2. | I find learning English very interesting [if the teacher usually gives activity to the whole class].        | 16<br>(53.3)               | 11<br>(36.7) | 1<br>(3.3) | 2<br>(6.7) | 0  | 4.37 | .850           |



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|    |  |              |              |             |             |   |      |      |
|----|--|--------------|--------------|-------------|-------------|---|------|------|
| 3. | I learn English better in the class [if the students usually work in pairs in the classroom].                          | 13<br>(43.3) | 13<br>(43.3) | 1<br>(3.3)  | 3<br>(10)   | 0 | 4.20 | .925 |
| 4. | I really enjoy learning English [if usually there is an interaction between a group with another group].               | 13<br>(43.3) | 14<br>(46.7) | 3<br>(10)   | 0           | 0 | 4.33 | .611 |
| 5. | I find learning English very interesting [if students usually interact with each other].                               | 10<br>(33.3) | 16<br>(53.3) | 3<br>(10)   | 1<br>(3.3)  | 0 | 4.13 | .860 |
| 6. | I learn English better in the class [if there is always an interaction between group and student].                     | 4<br>(13.3)  | 17<br>(56.7) | 5<br>(16.7) | 4<br>(13.3) | 0 | 3.70 | .877 |
| 7. | I find learning English very interesting [if the teacher usually delivers task/activity to the students individually]. | 8<br>(26.7)  | 12<br>(40)   | 7<br>(23.3) | 3<br>(10)   | 0 | 3.83 | .950 |

The result of the data collected through questionnaire found that the majority of students (90%) were motivated in learning if the teacher facilitated them with the whole classroom interaction, it was 27 students ( $M = 4.37$ ,  $SD = .850$ ). Moreover, it was followed by 25 (83.4%) and 27 (90%) students chose the interaction within group and group-group interaction respectively ( $M = 4.33$ ,  $SD = .922$ ), ( $M = 4.33$ ,  $SD = .611$ ). Furthermore, the findings showed that 26 (86.6%) students chose the interaction in peers ( $M = 4.20$ ,  $SD = .925$ ), 21 (70%) students chose an interaction between group and a student ( $M = 3.70$ ,  $SD = .877$ ), and 20 (66.7%) students agreed if they work individually ( $M = 3.83$ ,  $SD = .950$ ).

Therefore, it could be concluded that group/team and whole classroom interaction with the same percentage (90%) were the kinds of classroom interactions that most affecting the students' motivation. These findings were supported by some excerpts of the interview as follows:

*"I like it because if there is an answer, we do not know we can ask our friends and exchange ideas"* (Student 1, Item 1).

*"If we are alone, it was hard. If we are in a group we can work together, help each other, everyone must have their excess"* (Student 2, Item 1).

*"Because the teacher knows more than us, so if we have some mistakes, she could correct it"* (Student 1, Item 2).

*“I like it because of how to say it, just like it to understand more what the teacher explains” (Student 5, Item 2).*

The smallest percentage was individual classroom interaction (66.7%), meaning that it had a more negligible effect on the students’ motivation. It was dealing with the reason stated by the students:

*“No, because we cannot exchange ideas with our friends. They might be true and we are false” (Student 4, Item 7).*

*“No, because later we could not answer the question” (Student 5, Item 7).*

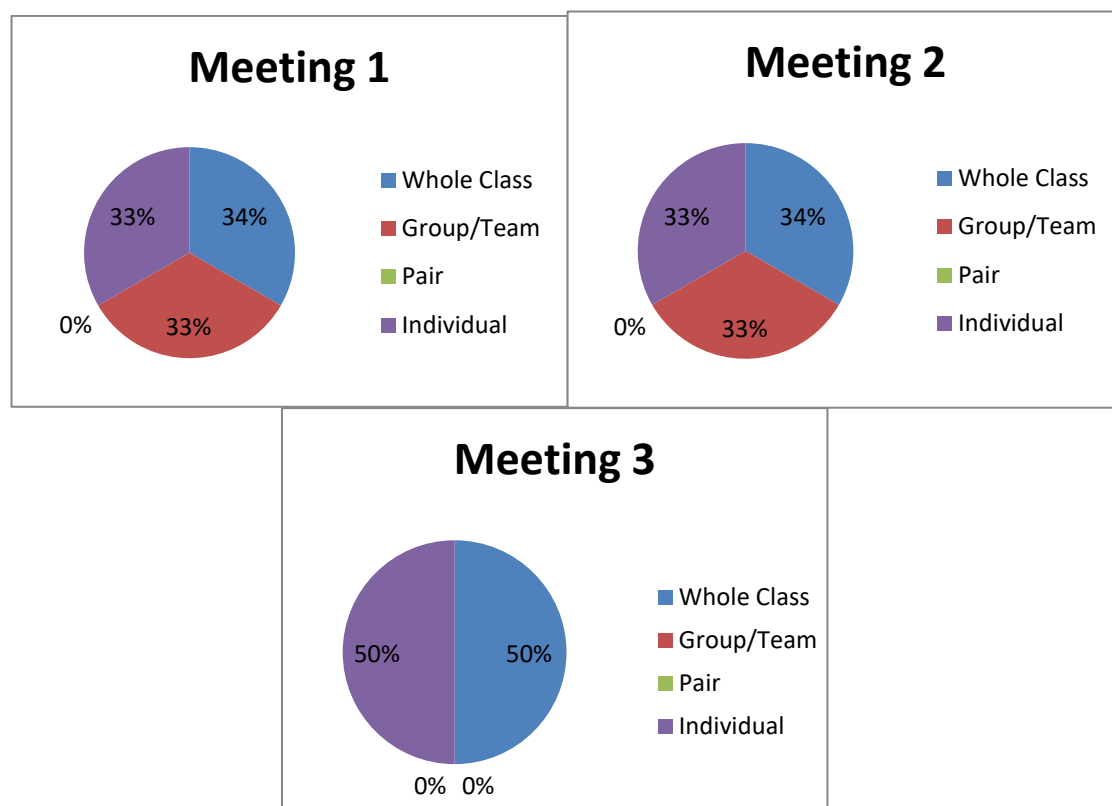


Figure 2. Frequency of Classroom Interaction Types Applied by the Teacher in the Classroom

The figure above showed the tabulation of the classroom interaction within three meetings when this study was conducted. It can be seen that the teacher certainly balanced the combination of the classroom interaction applied in the classroom. Meeting 1 and 2 share the same layout meanwhile, the meeting 3 only two classroom interactions were implemented by the teacher. However, the teacher never applied the classroom interaction in the form of pair during the three meetings. Despite all the fact mentioned before, the teacher had facilitated the students with

various kind of classroom interaction including the whole class and group interaction in which it affects the students' motivation in learning. The variations of the classroom interaction are also to avoid the monotone dynamic of the teaching and learning process. Conversely, the teacher decided this based on the learning goals and the teaching context.

## **5. DISCUSSION**

The first research finding showed that leading, display, and referential questions are the types of questions that affect the students' motivation in learning. The interview section revealed that the students were more understandable and interesting to answer the leading because of the given clue and instructions provided in the leading question. Therefore, they made fewer mistakes or errors. It confirms that the teachers' question facilitates learning input and feedback for the students (Darong et al., 2021; Guangwei Hu & Duan, 2018). Furthermore, it supports the theory of Krashen & Krashen (1983) regarding the input hypothesis in which language learners need adequate and comprehensible input to acquire the language. Yang (2017) argued that the teachers can vary their questioning strategies to provide the students' input, which further promotes their comprehensible output as correspond with Krashen's Input Hypothesis. With sufficient input and support, the learners become more exciting and enjoy learning, thus motivating them intrinsically and improving their learning achievement. However, based on the observation result, the teacher less utilized this kind of questioning in the classroom. This finding is inconsistent with the previous studies that found that the EFL teachers most use it as they argued that foreign language learning requires more assistance and directions from the teacher (Aisyah, 2016; Nasir et al., 2019; Suartini et al., 2020). It can be assumed that these previous findings are in line with the questionnaire and interview results.

Regarding the display question and open-ended question or referential question, the students feel motivated when this type of question is addressed because they assumed that the teachers could know whether they understand the materials or not by addressing the display question. It supported Paramartha et al., (2018) finding that the teacher asked the display question to check the students' knowledge related to the material because the teacher already knew the answers. On the other hand, the student feels more challenging with the referential question. Pinpointing in the present study that both questions types are motivated the students', some previous study exposed that the referential questions is more engaging and encouraging the students' response than the display question (Aprina & Andriyanti, 2020; Suryati, 2015; Vebriyanto, 2015; Wright, 2016; Zohrabi et al., 2014). It was noted that the response to the referential question is longer and interactive. Conversely, Astrid et al., (2019), Fadilah & Zainil (2020), and Sujariati et al. (2016) found that the open-

ended questions caused less response from the students because the students were not ready and had limited vocabulary knowledge to answer the question.

Therefore, this contradiction among the previous findings supports the present study that the students might be motivated by both types of questions. Shomoossi (2004) interestingly argued that the display questions encourage the learners' interest in the beginner level while the open-ended question is more suitable for the content and high proficiency students. This argument is further incongruent with Prasetianto (2019) findings in which the research participants were university students. He found that the open-ended questions invited the students' interest to learn and promoted their critical thinking skills. Based on the observation result, even though both the referential and display questions are the most frequently used by the teachers, the referential questions were more dominant than the display question in which is in line with previous research findings (Navtria et al., 2020; Yulia & Budiharti, 2019). It contradicts several previous findings that stated the opposite (Aprina & Andriyanti, 2020; Dewi et al., 2019; Erianti et al., 2018; Paramartha et al., 2018). Some factors underpinned this difference, such as the teaching goals, materials, and student's background and knowledge.

Another worth discussion point in the present study is that the students were less motivated if the teachers address the closed questions. Based on the interview, the students felt that this question was unconvincing because it only provided a simple answer without further explanation and supporting evidence. The students' reason is congruent with Astrid et al., (2019) and Yang (2017) in which they argued that the teacher did not provide further questions and clarification after the students answered the yes-no questions. It is used only to recall the previous information with the short response from the students (Dewi et al., 2019; Paramartha et al., 2018; Pratiwi & Yulia, 2018). Even though this kind of question can obtain the students' attention, it could not engage them into more deeply interaction and high-order thinking skills.

As for the classroom interaction based on the result of the questionnaire, the students were motivated if the teacher facilitated them with the whole classroom interaction and group interaction. The students argued that the interaction within the group facilitates them in exchanging ideas when they face difficulties, working cooperatively, helping each other by combining their competencies and ability. These findings are congruent with some previous studies that students interaction within group contributes to the students' motivation if the students incorporate the fair responsibilities and roles among the group members and some interpersonal skills (e.g. understanding each other, empathy, etc) as the crucial features of the group interaction (Alfares, 2017; Dyson et al., 2016). This kind of interaction affects the students' motivation and satisfaction with the teaching and learning process (Ali et al., 2020; Arzieva et al., 2020; Baena-Extremera et al., 2015). Therefore, the teachers should create an interactive environment to promote the students' positive

attitudes, enhance the interaction, and improve the students' motivation (Pérez-García & Sánchez Manzano, 2015).

Furthermore, it is worth noting that the present study revealed that the students were also motivated if the teachers engaged them in whole classroom interaction. The result of observation also confirms Fatmawati et al., (2020) that the whole classroom interaction became one of the dominant interactions to ensure the students' understanding and clarify students' misconceptions. It can be assumed that the students can be motivated through a student-centered and teacher-centered classroom. These findings confirm several previous studies that the student's motivation and engagement in learning are affected by some valuable and important factors such as the good relationship between the students and the teachers, explicit instruction, group interaction, serving the interesting, engaging, and valuable learning to the students (Arzieva et al., 2020; Mehrpour & Moghaddam, 2018; Saeed & Zyngier, 2012). It is in line with the students' reason in this study that they were motivated in the whole classroom activities because they believed their teachers are credible sources of knowledge and provide satisfying feedback.

Moreover, the context of the present study also contributed to the findings aforementioned. In the EFL context, especially in Indonesia, the teachers play key roles in the classroom and become the center of the teaching and learning process. It can be seen clearly from the observation result that the teacher dominantly used the whole classroom activities compared to the other types of classroom interaction. It corresponds with the other previous study that the teachers are more talkative and active in the classroom because the EFL learners are less English competency (Astrid et al., 2019; Fadilah & Zainil, 2020; Nasir et al., 2019; Suryati, 2015). This situation further leads the students to become more familiar with the teacher-centered classroom rather than the opposite. However, a valuable reason found in the study for the teachers to create interactive classroom activities is that the students were less motivated if they involve in an individual task. Therefore, it is highly suggested that the teachers provide a student-centered environment since the students in the present and the previous study preferred and expected that learning situation.

## **6. CONCLUSION**

Motivation becomes one of the key factors of successful teaching and learning process. The motivated students become more actively engage in the classroom activities, thus resulting in the desired learning outcomes. The students' motivation can be aroused by creating the desired situational factors such as an interesting classroom environment. Based on the findings of this study, the students' motivation is affected by the leading, display, and open-ended questions. The students prefer if the teachers give them more clues or direction when addressing some questions. Furthermore, they enjoy the learning process if the teachers ask their opinion about

the content and check their understanding following some explanation or clarification. Therefore, the teachers should avoid closed-question because it invites less response from the students.

The whole-classroom interaction and group interaction were the kinds of classroom interactions that motivated the students in the present research. The contradiction between the teacher-centered and learner-centered might happen due to the gap between the desired condition by the students and the actual practice of the teacher. The students become familiar with the teacher-centered and get used to it. Therefore, they feel like they like it and contradictory they also need the opposite learning environment. It can be concluded that varying classroom interaction is essential for the teacher to make an enjoyable and interesting learning environment. Future research needs to research the same issue with a higher number of respondents. Besides, the interaction pattern can be viewed wider by paying attention to the teacher and the students' interaction and the students' interaction with the technological tools and materials.

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