

**Problems Faced by Students to Answer Teachers' Questions in the
Classroom**

NASKAH PUBLIKASI



Fitriana Laila Aprilliani

20130810082

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF LANGUAGE EDUCATION

UNIVERSITAS MUHAMMADIYAH YOGYAKARTA

2018

Approval Page

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We hereby approve the *Naskah Publikasi* of

Fitriana Lailla Aprilliani

20130810082

Candidate for the degree of *Sarjana Pendidikan*

May 18, 2018



Dr. Suryanto

The *Skripsi* Supervisor

May 18, 2018



Ika Wahyuni Lestari, S.Pd., M.Hum

Examiner 1

May 18, 2018



Gendroyono, S.Pd., M.Pd

Examiner 2

Yogyakarta, May 18, 2018



Sri Rejeki M. S. Pd., M. Ed., Ph.D

Head of Faculty of Language Education

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Fitriana Lailla Aprilliani

Students' English Education Department of UMY

ABSTRACT

Asking questions is one of the common strategies that teachers use in teaching and learning process. The aims of this research are to know the problems which are faced by students in answering teachers' questions in the classroom activity and to find out the strategies which are used to solve the problems in answering teachers' questions in the classroom activity. In conducting this research, the researcher used descriptive qualitative method and to collect the data, the researcher used interview as the data collection method. Then, the researcher selected four students batch 2015 to be the participants of this research. The first finding of this research showed that there were six problems that students faced when they answered teachers' questions. Those are understanding difficult question, answering spontaneous question, having less of references, feeling affraid, feeling nervous, and getting unfamiliar and specific question. There were ten strategies that the students used to overcome the problems in answering teachers' questions. Those are thinking first, asking friends, answering based on the understanding, asking teachers, learning again, discussion, asking for clue, opening a guidebook, browsing and reading.

Keyword: teachers' questions, students' problems, students' strategies.

INTRODUCTION

Asking questions is one of the common strategies that teachers use in teaching and learning process. It is in line with Ma (2008) who stated that asking questions is a technique that the teachers use frequently in English language teaching. Asking questions is not only meaningful for the teachers but it is also important for the students. Kucuktepe (2010) stated that asking questions is also important in starting and maintaining interaction between the students and the teachers. From teachers' questions, students have opportunities to share their thoughts and feelings. It also provides a chance for the students to express their ideas.

The teachers often implemented teachers' questions as techniques in teaching and learning process. However, even though students often faced or answered teachers' questions, it did not mean that the students did not find problems in facing or answering teachers' questions. Renis (2016) did a research about teachers' questions in EFL classroom. Renis (2016) advised further researcher to do a research related to teachers' questions in wider area which is about problems and strategies in answering teachers' questions.

LITERATURE REVIEW

Questioning is wondering to something that it needs a question to ask. Hamiloğlu and Temiz (2012) argued that questioning is a question that someone uses for several purposes. Questioning is frequently used by the teachers in language teaching area to gain students' attention and to measure students' understanding. According to Shen and Yodkhumlue (2011) said that questioning

is about asking a question to others. Besides, questioning is also important because questioning can build students' motivation and it can help students to learn and think better. It can be concluded that questioning is a technique that the teachers use in the classroom for a particular purpose.

Goossen (2002) stated that questioning or teachers' question is also important. It is important because questioning can help the teachers to direct classroom activities. Kim (2015) also contended that by using questioning, the teachers also can monitor students' attitudes and lead students to have problem-solving skill. Last, questioning is meaningful because it can raise new ideas and it can gain students' attention. According to Graham and Graham (2008), there are three problems that students face in answering teachers' questions. Those are students' self-esteem, students' previous experience, and students' anxiety problems. There are several strategies that students can use to answer teachers' questions. These strategies are open book, asking for a clue, and looking back on the previous experience, social strategies, and browsing (Granot, 2014; Hub, 2013; Bughin et al. 2011).

METHODOLOGY

This research used qualitative approach. This research was conducted at English Education Department (EED) in privat university at Yogyakarta. The researcher collected the data from four students batch 2015 in semester five. The reseacher chose students who active and not active by recommendation from the teachers. The data collection method in this research used open-ended interview. In data analysis, the researcher of this research had three ways of analyzing the

data collected from the interview. There were transcribing the data, member checking and coding.

RESULT

The researcher found some findings related to the first question about “What are the problems faced by students in answering teachers’ questions in classroom activity”. There were six problems in answering teachers’ questions in this research. These are understanding difficult question, answering spontaneous question, having less of references, feeling affraid, feeling nervous, and getting unfamiliar and specific question. These findings were clearly elaborated and presented by the researcher. After showing the problems in answering teachers’ questions, the researcher presented several strategies that the students used to solve the problems in answering teachers’ questions.

The researcher revealed several strategies that the participants used to answer teachers’ questions. These findings answered the second research about “what are the strategies used by the students in answering teachers’ questions”. The researcher found several strategies. These were thinking first, asking friends, answering based on understanding, asking teachers, learning, discussion, asking for a clue, opening a guidebook, browsing and reading. Every finding was shown detaily by the researcher. Every finding was shown detaily by the researcher. Last, each finding was supported by some experts which were quoted by the researcher. By this point, it could be stated that these findings answered the second research question of this research.

CONCLUSION

All the participants had different opinion about problems faced and strategies used in answering teachers' question. There four participants were active and not active students in the class. All participants had same questions and there is no limit to answer the questions. The conclusion of this research, all participants had problems in answering teachers' questions. All participants also had strategies in answering teachers' questions. There were six problems in answering teachers' questions in this research. These are understanding difficult question, answering spontaneous question, having less of references, feeling affraid, feeling nervous, and getting unfamiliar and specific question. The researcher found ten strategies. These were thinking first, asking friends, answering based on understanding, asking teachers, learning, discussion, asking for a clue, opening a guidebook, browsing and reading.

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