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STUDENTS' RESPONSES TOWARD TEACHERS' QUESTIONS IN SENIOR HIGH SCHOOL 8 BENGKULU

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ABSTRACT

The aims of this research were to find out kinds of student response and the most dominant response used by the second grade students in Senior High School. The researcher was designed as a descriptive quantitative research. The population of the research was second grade student in Senior High School 8 Bengkulu. The samples were 60 students. The data were collected by using a set of questionnaire. There were 25 statements of students' responses which consisted of five aspects by Moskowitzs in Brown (2001). They were student response (specific), student response (open-ended or student initiated), confusion, silence and nonverbal. The result of this study showed the students of Senior High School 8 Bengkulu preferred to use five aspects of the student response i.e., student response (specific), student response (open-ended or student initiated), confusion, silence and nonverbal. In addition, the most dominant response used by the student is student response

(specific). The student more interested in using response specific in answering the teacher question.

Keywords: *Students' Responses, Teachers' Questions, Classroom Interaction*

INTRODUCTION

In Indonesia, where English is taught as a foreign language (EFL), classroom may be the only place for students to get the most exposure to the language since they do not use English in their daily life. Therefore, it is expected that teacher can give enough experience to the target language during the lesson by encouraging the students to participate and to get involved more. To involve students in the learning process in the classroom usually, the teacher gives questions to students to stimulate students' thinking.

According to Hudson (2012), a question is any sentence which has an interrogative form or function. One of some interactions in the classroom is questioning. Questioning is the main part of classroom teaching and is one of the teaching methods to achieve the aim of classroom teaching (Andana,2018). The aim of questioning is to check how deep students understand about what they have been taught, to enhance students' participation and to promote students' creative thinking in the classroom. Facilitating questions is teachers' way for students to develop their critical thinking skills. As Ennis (1996) said that the purpose of asking questions is to build their complex conceptualizations and foster critical thinking. The questioning process is an important part of instruction that allows teacher to monitor students' competence and understanding as well as increase thought-provoking discussion.

In classroom settings, teachers' questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. There are many roles which can be done by the teacher in the classroom, for example teacher can be controller, director, facilitator, resource giving the materials and giving feedback for the student's work (Brown, 2001). However, one of significant role for the teacher in

the classroom is giving a question to the students. The goals of teachers' question are to make the student understanding about the material that given by the teacher, to get students' attention, to make students more active in teaching-learning process and to evaluate students' learning in the classroom. Usually, the teacher started by opening the session, followed by conducting main activity, and ended with closing the session. In the main activity, the teachers usually given instructions to the students, in order make the student interesting in teaching and learning process in the classroom. Thus, as Einstein (2016) said that the most important things in the teaching and learning process in the classroom is asking questions to the students.

Then, the question given by the teacher can be varied. As Richard and Lockhart (1996) said that three common question types that can be used by the teacher namely procedural, convergent, and divergent question. Procedural question is usually used by the teacher to ask the student to do an assignment. Then, convergent question that called "yes or no" question. In contrast, divergent question demands more thinking and generate a longer answer and usually this is called open-ended question. From the types of teacher question above, the question that common used by the teacher is open-ended question because, open-ended question encourage student to answer the question in higher level thinking and the student can express their own ideas, and also develop their own opinions. This is evidenced in the research conducted by Lee and Kinzie (2011), the teacher used more open-ended questions when teaching and learning process and the open-ended question makes more interactive and more meaningful.

In this case, the teacher is the person who starts asking questions to the students and the students are expected to actively give responses to the teachers' questions. Response is something said or done in answer; reply or reaction (Bennett, 1975). While according to Paulina (2002) response is behavioural act, response comes as a result of the entry of stimulus into the same mind with the sense of someone. It means that the response given from students to teacher in the

classroom, it depends on how the stimulus provided by teacher to motivate students to more active in the classroom.

However, from the researcher observation during internship 2 at Senior High School 8 Bengkulu city. The researcher found that some problem that students faced in teaching and learning process. Sometimes, it is not easy for students to directly respond the questions from the teacher because of some difficulties in responding. The first is students difficult to comprehend the questions from the teacher. It may be the teacher given a question that is not clear to students. Second, they have problem with grammar and lack of vocabulary, as we know that both of them are important thing in English. Third, students are shy and afraid to respond to the teacher's questions because they are afraid to make mistakes. It is because of the environment and also does not have any support from their friends. It can be influenced to the student in responding to teachers' questions.

In teaching and learning process the students usually use strategies for responding to teachers' question. According to Dornyei (1997), there are seven categories of response strategies; avoidance strategy, accommodative strategy, asking for clarification strategy, no response strategy, excuse strategy, denial strategy and apology strategy. Then, in the previous studies conducted by Wensi (2018) Student's Strategies in Responding to Teacher's Oral Questions. Found that the strategy commonly used by students is asking for clarification strategy. In addition, the most frequently used by students is the avoidance strategy.

From the explanation above, it can be concluded that students have some problems in responding to teachers' question. So, this research will be different from previous research because this research investigated about students' response toward teachers' question that student used in the classroom at Senior High School students. In here, this research focus on five components in students' response; student response (specific), student response (open-ended or student-initiated), silence, confusion, and nonverbal by Moskowitz's in Brown.

There were two research questions that should be answered in this research, those were: (1) What kinds of responses used by the student in responding to teachers' questions? (2) What is the most dominant responses used by the student in responding to teachers' question?

METHOD

This research used descriptive quantitative. In the form of survey Creswell (2002) point out that quantitative research is a type of research that is explaining phenomena by collecting numerical data that are analyzed by using mathematically based methods (in particular statistics).

Furthermore, the population of this research were the second grade student in Senior High School 8 Bengkulu. They consisted of three classes; IPA1 had 33 students, IPA2 had 34 students and the last is IPA3 had 34 students. The total population was 101 students. In this research used questionnaire to collect the data. The questionnaire was adapted from Moskowitz's in Brown (2001). The questionnaire consisted of 30 statements that related to students' response in responding to teachers' questions.

Before the researcher administrated the questionnaire to the student, the researcher determined to takes 10 students of the population for trying out the questionnaire. In order to know whether or not the questionnaire. The researcher used random sampling technique to collect the data. From 101 students, the researcher only took 20 students in each class as the sample of the research. The total of sample in this research were 60 students.

These items were developed into a Likert-type questionnaire. Students were expected to respond on the 4-point Likert scaler ranging from 1 (never), 2 (seldom), 3 (often) and 4 (always). As follows:

FINDINGS AND DISCUSSION

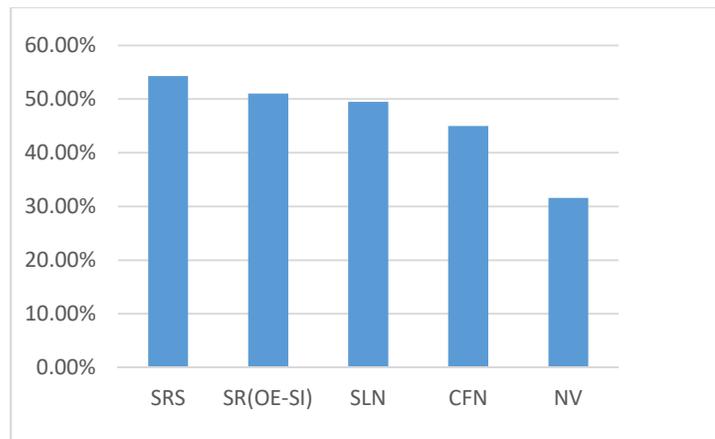
Findings

The present research was designed to find out what kinds of responses used by the student in responding to teachers' questions and what is the most dominant responses used by the student in responding to teachers' question. The response used by the student in responding to teacher's question.

1. Student response related to student response (specific)

From five aspects of student responses the proportion of each is shown in the following chart:

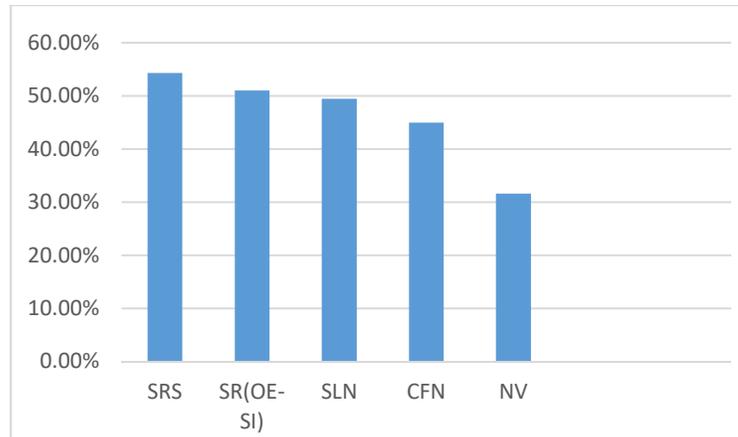
Chart 1. Student response related to student response (specific)



The highest percentage in this aspect is item number 1 was 65%. The students answer the question in simple expression and short answer. "I answer questions in a simple expression". Then, the lowest percentage is item number 3 less than 50%. In item number 4 less than 60%, item number 5 less than 45%, and the last item number 2 exactly in 50%.

2. Student Response Related to Student Response (Open-Ended or Student Initiated)

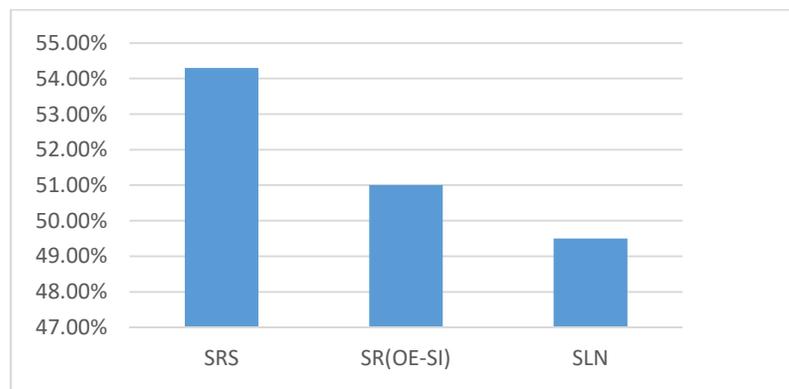
Chart 2. Student Response Related to Student Response (Open-Ended or Student Initiated)



The highest percentage in this aspect was item number 7 exactly in 55% "I try to explain again when the teacher says that my opinion is not yet correct". The lowest percentage in this aspect was item number 6 less than 45%. Then, followed by item number 4 less than 55%, item number 3 similar with item number 1 was 51.7%, item number 5 less than 50%, and the last item number 2 exactly in 45%.

3. Student Response Related to ‘Silence’

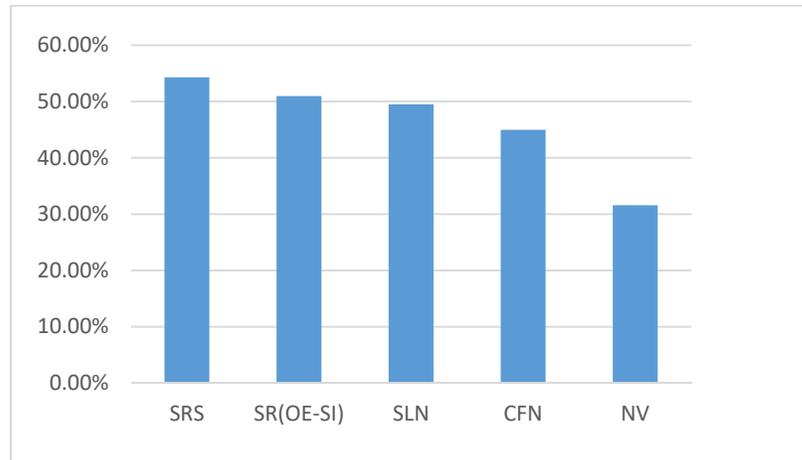
Chart 3. Student Response Related to ‘Silence’



The highest percentage in this aspect was item number 2 more than 50% "I avoid to do eye contact to the teacher when I could not explain the answer of the question". Then, the lowest percentage in this aspect was item number 3 less than 40%, and the last in item number 1 exactly in 40%.

4. Student Response Related to Confusion

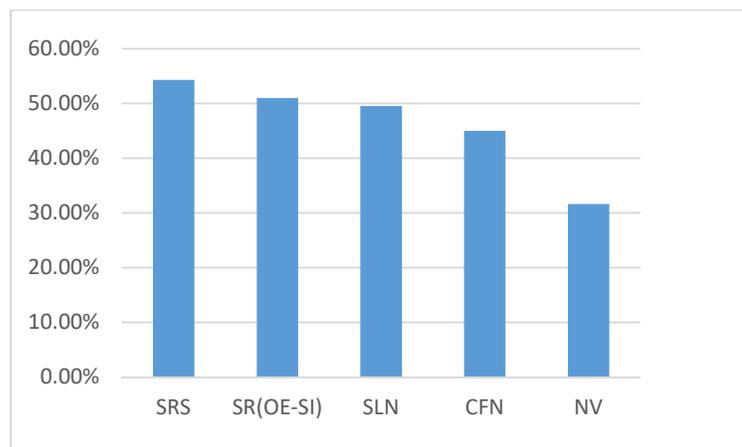
Chart 4. Student Response Related to Confusion



The highest percentage in this aspect was item number 1 more than 60% "I clarify the questions through friends when I am difficult to understand the meaning of the question". Then, the lowest percentage in this aspect was item number 5 exactly in 40%. Then, followed by item number 4 less than 60%, in item number 3 exactly in 50%, and the last in item number 2 less than 50%.

5. Student Response Related to Nonverbal

Chart 5. Student Response Related to Nonverbal



The highest percentage in this aspect was item number 1 exactly in 45% "I nodded my head when I understood the question or answer given by the

teacher". The lowest percentage in this aspect was item number 3 less than 35%. Then, followed by item number 5 less than 45%, in item number 4 exactly in 40%, and the last in item number 2 less than 40%.

Based on chart, the majority of the second-grade students in Senior High School 8 Bengkulu dominant used the response that related to student response (specific) was 54.3%. Mostly, of the students agree in responding to teachers' questions with simple expressions, answer the question briefly and precisely, pay more attention to interrogative questions (do you ... have you ...?) Than WH-questions (what, where, why ... how?), answered the teacher's question not out of the topic that the teacher teach from the previous material and answer questions with words that are commonly used in responding to teacher questions.

Discussion

In this section, the researcher discussed some important findings dealing with students' response in responding to teachers' question in the teaching and learning process. The discussion was explained based on the research questions which were the responses used by the students in responding to teachers' question and the response that commonly used by the second-grade student in Senior High School 8 Bengkulu.

Based on the result, the students used 5 responses in responding to teachers' question. First, Student Response (Specific). The highest percentage in this aspect was item number one, it is about answer the teachers' questions in simple expression. The student answers the question in a simple expression and short answer. The lowest percentage in interrogative question (do you...? or have you...?) and WH-question (why, how, where, what) the student more interested in simple expression than WH-question cause WH-questions need a complex answer that student was difficult to answer. It was because the student lack of vocabulary and grammar, both of them were a general problem as English student. While, vocabulary and grammar are very important in English if student less in both of

them as a result, English language learners frequently experience problems in saying what they want to say (Hardianti, 2016)

Second, the response used by students was in 'confusion'. In this aspect, the highest percentage was about clarifying the questions through friends when they were difficult to understand the meaning of the question from the teacher. While the lowest percentage in this aspect was about asking for permission to the teacher to repeat the question when the student difficult to understand the teachers' questions. One possible reason was if there were a sentence or pronunciation that was not clear in the teacher's question then, the student asks for clarification with a friend who is more understanding. It usually happens in teaching and learning activities in the classroom. The teacher can see the expressions shown by the student, whether the student has understood the question or not. it is related to Muhlisin (2018) said that the Students' response process can be increased by the inside or outside the classroom. Students' response in teaching and learning processes can be seen by several clues, such as their expression in joining the class, comments or enthusiasm to something, difficulty degrees in understanding material, even by listening to teacher's explanation.

Third, the response used by students was in student response (open-ended or student-initiated). The highest percentage was about trying to explain the opinion again when the teacher said that the students' opinion was not yet correct. One possible reason was when the students felt very enthusiastic in responding to teachers' questions, they will be in a hurry to answer the question. So, the answers that they explain are not fully correct, and when the teacher says their answers are not correct then the students try to explain their answer again. Richard and Lockhart (1996) said that open-ended or student-initiated is the questions that encourage students to answer the questions in higher level thinking. They encourage students to answer the questions based on their knowledge, experience, and information rather than based on the material that has been presented. It is supported by the previous research Lee and Kinzie (2011) found that When questions are open-ended, students employed a more varied vocabulary oriented

toward prediction and reasoning, students practiced these higher-level cognitive skills in responding.

Fourth, the response used by students was on the 'silence' aspect. In this aspect, the highest percentage was about avoided eye contact with the teacher when the student could not explain the answer to the teachers' questions. while the lowest percentage was about the student pretend not to hear a question from the teacher. Means that by avoiding eye contact it can be said that students do not respond to questions from the teacher because they do not understand the questions the teacher gives. Then, Brown (2002) powered that silence happens when the students pause in the interaction. It means that when the students give no response to the teacher's questions, we can define it as part of the silence.

Fifth, the response used by students was on the 'Nonverbal' aspect. in this aspect, the highest percentage was about nodded the head when the student understood the question or answer given by the teacher. This is often done by student or teacher when the teaching and learning process in the classroom. it is related to Bambaeroo and Shokrpour (2017) an important point in non-verbal communication is when the teacher teaching correctly and timely. Teachers who had used non-verbal communication techniques in interacting with students had played an effective role in increasing the students' self- esteem and reducing their shyness.

From the five students' responses, based on the result the most dominant response that used by the student was student response (specific), this aspect was the first position of students' response used by the students. Student response (specific) is responding to the teacher within a specific and limited range of available or previously practiced answers. In this aspect, the most of student answers the question in simple expression and short answer. "I answer questions in a simple expression". It was because the second-grade student in SMAN 8 Bengkulu mostly constructing a sentence by using familiar words than trying to use new words. It is because the student has problem in grammar and lack of vocabulary. As we know, grammar and vocabulary were general trouble as English

student. This condition related to Hardianti (2016), foreign language speaking different from the first language speaking in terms of the lack of grammar and vocabulary knowledge of the learners. As a result, English language learners frequently experience problems in saying what they want to say.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result and discussion at the research, it can be concluded that the majority of the second-grade student in Senior High School 8 Bengkulu used all the kinds of student response. The first response used by the student is Student Response (Specific). Second, Student Response related to 'confusion'. Third, Student Response (open-ended or student-initiated). Fourth, Student Response related to 'Silence'. Fifth, Student Response related to 'Nonverbal'.

From the five students' responses, the most dominant response that used by the student was student response (specific). It was because the second-grade student in SMAN 8 Bengkulu mostly constructing a sentence by using familiar words than trying to use new words.

Suggestion

There are some suggestion are proposed as follows:

1. For the Teachers

The researcher suggests for the teacher to aware in question and answer activity in the classroom is very important to build good communication and developing the student's speaking ability. In the end, the purpose of learning can be runs actively and achieve success like the teacher's hope.

2. For the Students

The researcher suggests for the students to more active in teaching and learning activity and pays attention to the teacher. The students expected to improve grammar and vocabulary in order can give a good response to the teachers' questions.

3. For Further researcher

The further researcher can conduct the same scope of research by involving other instruments, such as interview and classroom observation to obtain deeper findings.

The researcher also suggests gaining the theories related to the student's response.

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