



An Analysis of Teacher Questions and Student Responses in the Teaching and Learning Process

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Abstract

The research aims to analyze teacher inquiries and student responses in the teaching and learning process to determine how interactions in the classroom between teachers and students affect how effectively lessons are taught and learned. Students and teachers both play important roles in the class. The teacher is among the crucial elements that affect how well students learn and retain information. Since the students are the ones who are actually learning the material in the classroom, the teacher is the source of input. In everyday conversation, particularly in the classroom, asking questions is important. Far more frequently than higher-level questions that invite students to consider their knowledge, factual tests to gauge students' comprehension of fundamental concepts are used. Direct observation was used to gather the data in order to categorize the different kinds of student responses—whether they were nonverbal, written, or oral—in the observation checklist. The analysis's findings indicated that the dominant response was eye contact (18.1%). because responses indicated by eye contact to the lecturers' questions that there was interaction between them. Incorporate guidance, practice, and feedback into structured lessons by giving students immediate feedback on a problem, question, or calculation.

Keywords: *Questions, Responses, Teaching, Learning, Classroom*

Introduction

The teaching and learning process will be meaningful if the teacher and students in class are sincere. If the teacher shows sincerity and empathy, the student will enjoy themselves in class. The interaction between the teacher and the students is one of the key factors in improving the situation described above. The interaction between the teacher and the students is one of the key factors in improving the situation described above. The teacher is a significant influence on students' learning and development. The teacher must possess extensive knowledge and skills, as well as play an important role in the teaching and learning process. According to Atkinson (1998), the teacher carries the responsibility for the learning process as a whole and retains the right to intervene. Encourage them to participate actively, in discussing students' subjects, ask for their comments, give the questions, make a simple test in each stage of discussion and guide them to the clues of the answer but not give them the answer directly.

Lead them to "how" and "why", not "what". But this way of teacher is a good facilitator, who guides and helps them to develop themselves. Besides, as stated by Saleh & Mujiyanto; Martina, Syafryadin, Saputra, Rakhmanina in Manangsa et al (2020), in order for students to study successfully and efficiently based on a theoretical method that achieves the desired outcome, teachers, as educators, must be knowledgeable of ways for adult students.

The ability of the teacher to control the class's students is crucial to the effectiveness of the teaching and learning process (Legutke: 1999). A teacher must take many steps to ensure the success of the teaching and learning process, such as maintaining control over some longer-term company objectives, engaging in ongoing evaluation and feedback, keeping employees focused on goals, and giving the students the freedom to work in his areas of expertise.

Asking questions is a crucial part of daily discourse, especially in school settings where resources for mental activity include uncertainty, unknowability, and misinterpretation. Interaction between the teacher and the students is demonstrated by questions and answers. In the classroom, questions play a significant part in both teaching and learning. Information, knowledge, and a solution can all be obtained by students (Marita, 2017). According to Borg, factual questions used to gauge students' knowledge of fundamental concepts are significantly more common than higher-level inquiries that invite students to consider their answers. Throughout the teaching and learning process in the classroom, the question plays a significant role. (Marita et al., 2022)

In general, oral, written, and non-verbal responses are the three categories into which Cohen (1994) separated the student responses. The vocal response is delivered orally. Forms of interview responses include personal discussion, offering instructions, thorough description, visual sequences, and topical discourse. The types of interview responses are described in further detail as follows: personal dialogue, offering directions, full explanation, picture sequence, and circumstance. A written response is one that is provided in writing; they are matching and rewriting. A non-verbal response is one that is displayed through gestures and students' actions. There are many kinds of nonverbal responses, there are Facial Expression, Eye contact, shake of the head, Nodding of the head, and silence.

Based on the explanation above, this research is focused on all English students of Prof. Dr. Hazairin SH University. The data was collected by conducting a direct observation and transcribing what the teacher's talk and students' talk had been recorded.

Research Methodology

The researcher employed a descriptive approach in this study. The strategy was designed to address the research questions by determining the types of answers the students provided to the teacher's question. Gay (1990) claimed that descriptive research used information to support hypotheses or provide answers to queries about the state of the study's subject at the time it was conducted. Students from Prof. Dr. Hazairin SH University responded to the questions, and the descriptive approach was utilized to explain their responses. In this investigation, the researcher used two different types of devices. First, a video camera was utilized to record images of students responding to queries from the professor with gestures and facial expressions. To determine how frequently students respond to the teacher's queries, there is a second observation checklist that involves adding tallies to the column. 10 items consist of three types of responses whether oral, written, or nonverbal responses in the observation checklist. Those items with an observation checklist format include oral responses: interview (personal conversation, giving direction, detailed description, picture sequence, and topical discourse; oral recitation (to be as if spoken, to be read in an informal style and to be read as recitation, written response: matching, note taking, rewriting. Non-verbal responses: identification gesture

(shake of the head and nodding of the head), silence. The researcher determined the criteria of students' responses in responding teacher's questions based on the types of responses. The criteria were classified with the percentage as follows:

Percentage	Classification
>80%-100%	Always
>60-80%	Usually
>40%-60%	Often
>20%-40%	Sometime
>1%-20%	Seldom
0%	Never

Source: (Krohn Robert:17)

Findings and Discussion

Findings

The research was conducted to get information about the students' responses. The observation checklist was used to get information about the types of students' responses. The percentage of the total response is:

Table 1. The percentage of the total response

NO	Types of Response	Percentage
1	Oral Response	21.50%
2	Written Responses	21%
3	Non-verbal Response	57.50%
Total of Responses		100%

Based on the table showed that the oral response was 24%, non-verbal response 58%, and written response 21%. The total of responses was 100%. For more details can see the diagram below:

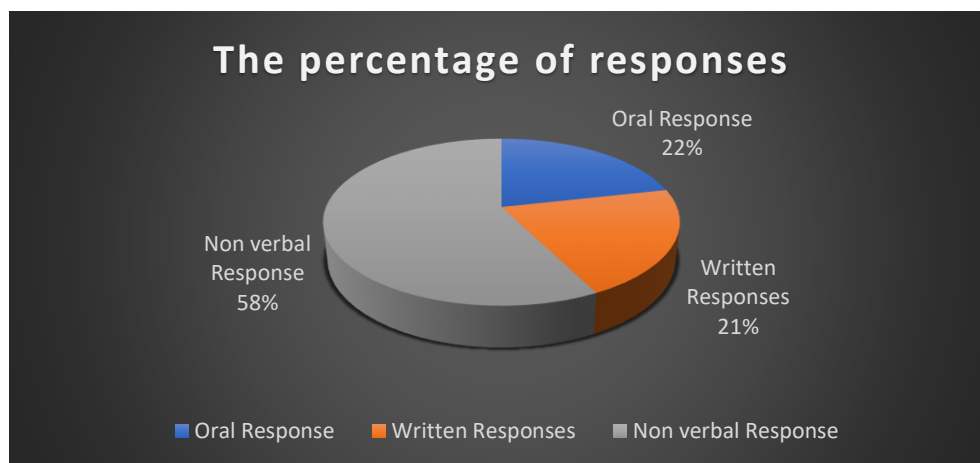


Figure 1. The percentage of the total response**Table 2.** The Percentage Analysis Result Result from the Students' Response to the Lecturer's Questions

Students Responses	F	%
Oral Response		
Giving Direction	3	3.4%
Detailed Description	1	1.1%
Picture Sequence	1	1.1%
Oral Recitation	12	13.6%
To be read as if spoken	0	0%
To be read in an information style	2	2.3%
Written Responses		
Matching	7	8%
Rewriting	11	12.5%
Non-verbal Response		
Facial Expression	13	14.5%
Eye contact	16	18.1%
The shake of the head	5	5.6%
Nodding of the head	10	11.30%
Silence	7	8%
Total Response	88	100%

The table shows that the students usually used verbal and non-verbal responses in responding to the lecturer's questions. It was from the students' responses: giving direction occurs 3 times (3.4%), Detailed Description occurs 1 (1.1%), Picture Sequence 1 (1.1%), Oral Recitation 12 (13.6%), To be read as if spoken 0 (0%), To be read in an information style 2 (2.3%). The table of written responses shows that matching occurs in 7 (8%), and rewriting in 11 (12.5%). Non-verbal response: facial expression 13 (14.5%), eye contact 16 (18.1%), shake of the head 5 (5.6%), Nodding of the head 10 (11.30%), and silence 7 (8%).

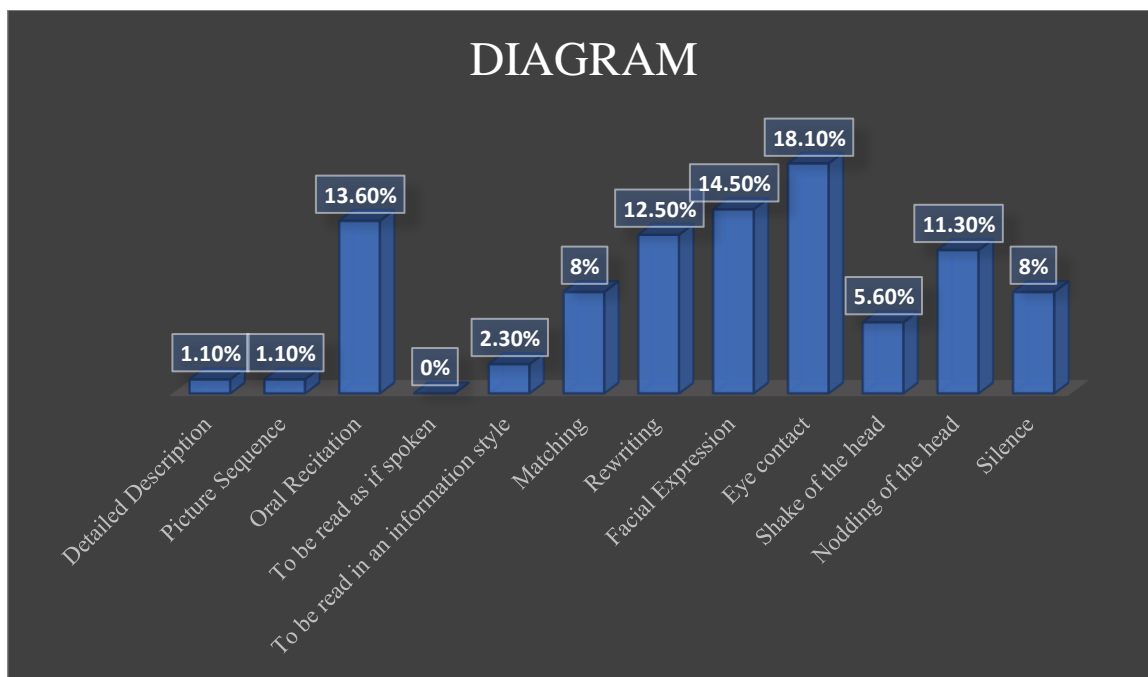


Figure 2. Student's verbal and non-verbal responses in responding to the lecturer's questions

Discussion

Based on the finding above, it could be interpreted that the English lecturers of UNHAZ tried to stimulate students to be active in the classroom by asking the question to the students to follow the lesson actively. These inquiries test students' comprehension of significant ideas rather than just memory. These questions are useful for assisting lecturers in recognizing and addressing the misconceptions of their students because the answer options to these questions are frequently based on typical student misconceptions. Examples of questions that test conceptual comprehension include those that require students to categorize examples, match traits with concepts, choose the best explanation for a concept, or translate between several ways of expressing an idea. It could be seen from the classroom observation that the lecturers had many questions to stimulate the students' response. The responses were given by the students based on the objectives of the teaching and learning process. The student's eye contact response was dominant. Because the responses to the lecturers' questions were indicated through eye contact, there was interactivity. In order to maintain student motivation throughout the teaching and learning process, a lecturer should make an effort to establish a fun environment, such as by posing a question in the form of a joke and automatically receiving a positive response from the students' laughter. The successful teaching and learning process depends on the equal interaction between the lecturer and the students. The students were suggested to give their opinion or ideas. The students happened responses although the lecturers always motivated students to practice English to do by asking a question in class. Consequently, as stated by Einstein (2016), asking students questions is one of the most crucial aspects of the teaching and learning process in the classroom.

The implication is that English lecturers need to use the questioning strategy to motivate students to be active in class by showing their responses because the responses given by the students also depend on the lecturer's questions. The students also used nonverbal responses, such as silence, confusion, and laughing if the lecturer's questions and explanation were followed by joking and used gestured or facial expressions such as: shake of head and nod of

the head. It means that the students did not understand the lecturer's question, except by nodding their heads. According to Brown (2001), when students pause in conversation, there is quiet. Hence, when students don't respond to a lecturer's question, it is considered to be part of the quiet. When the students are confused to understand the lecturer's question, the lecturer question, the lecturers should rephrase the question to make them clear. When the students finished the discussion, the lecturer and the students discussed the material together. The lecturer gave some questions to the students while he was explaining the material orally. In the teaching and learning process, the students were active in responding to the lecturer's questions by using oral responses. Based on the observation, the researcher found 88 responses consisting of the lecturer giving questions orally. In the teaching and learning process, the students were active in responding to the lecturer's questions by using speech or free responses. It was shown when the Grammar lesson lecturer asked a question the students tried to respond to the lecturer's questions by using open-ended or student-initiated responses. On average, lecturers waited less than a second before calling on a student to react, and only a second was allowed for the student to answer before the lecturer intervened, either delivering the required answers themselves, rephrasing the questions, or calling on another student to speak (Ertmer et al., 1996).

Conclusions

The objectives of the questions asked by the lecturers are for the students to comprehend the information presented by the lecturers, to pay attention, to become more engaged in the teaching-learning process, and to be evaluated as they learn English in the classroom. Typically, the lecturers began by opening the session, conducted the main activity, and then closed the session. In order to keep the students interested in the teaching and learning process in the classroom, the lecturers typically give the students instructions or questions during the primary activity. When the teacher in a class manages to increase the time between the question and the wait from three to five seconds. These are querying that request respondents to provide their thoughts, past experiences, or demographic data. Asking questions can help to start a chain reaction of interactions between students. It may only take one question to start a conversation, but without that first one, students will be hesitant to lead the way. There is no right or wrong response to these questions, but by bringing to light the different perspectives of students in a classroom, lecturers and students can both gain a greater understanding of that perspective. Questions regarding an ethical, legal, or moral issue in particular can often spark lively conversation. These can also assist students in making the link between their own experiences and more abstract course material. The researcher advises students to be more engaged in class activities and pay attention to the teacher. Students are expected to work on their grammar and vocabulary in order to respond to queries from the teachers effectively.

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