

**STUDENTS' RESPONSES TO THE LECTURER QUESTIONS OF FIFTH SEMESTER STUDENTS' OF ENGLISH EDUCATION IN MUHAMMADIYAH UNIVERSITY OF BENGKULU**

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**ABSTRACT**

The research was aimed to analyze the students' responses to the lecturer's questions. The subject of the research was all of students of the fourth semester of English Department of Muhammadiyah University of Bengkulu in the Academic Year 2009/2010. The total of students are 110 students. The researcher observed five lectures, they were: Writing II, Curriculum and Material Development, Speaking IV by, Language Testing, and Grammar IV. Three were 34 items that consist of three types of responses whether there were oral, written and non-verbal. The result of the analysis show that the students responses; *eye contact* (42%:often), it can be concluded that the response dominantly was *eye contact* response. Based on the result, the researcher suggests as follows: (1) the students are hoped to be braver and confidence to speak up to the lecturers in responding to the lecturers' questions. (2) for the lecturers of Muhammadiyah University of Bengkulu, make the classroom atmosphere more interactive among the lecturers and the students by giving the support and motivation to the students to practice their English.

Key Words: Lecturers, Questions, Response, Students.

**ABSTRAK**

*Penelitian ini bertujuan untuk menganalisis tanggapan siswa terhadap pertanyaan dosen. Subjek penelitian adalah seluruh siswa semester empat Departement Bahasa Inggris Universitas Muhammadiyah Bengkulu pada Tahun Akademik 2009/2010. Total siswa adalah 110 siswa. Reseacher mengamati lima ceramah, yaitu: Menulis II, Kurikulum dan Pengembangan Material, Berbicara IV oleh, Pengujian Bahasa, dan Tata Bahasa IV. Tiga ada 34 item yang terdiri dari tiga jenis tanggapan baik yang lisan, tulisan maupun non verbal. Hasil analisis menunjukkan bahwa tanggapan siswa; Kontak mata (42%: sering), dapat disimpulkan bahwa respon yang dominan adalah respon kontak mata. Berdasarkan hasil tersebut, peneliti menyarankan sebagai berikut: (1) siswa diharapkan lebih berani dan percaya diri untuk berbicara kepada dosen dalam menanggapi pertanyaan dosen. (2) bagi dosen Universitas Muhammadiyah Bengkulu, membuat suasana kelas lebih interaktif diantara dosen dan mahasiswa dengan memberikan dukungan dan motivasi kepada siswa untuk mempraktikkan bahasa Inggris mereka.*

*Kata Kunci: Dosen, Pertanyaan, Respon, Siswa.*

## INTRODUCTION

English is one of the international languages, which has an important role in developing human resources. As an international language English is important to be learn. According to Atkinson and Fawcett (1989:30) English has uniquely important role because it is concerned with abilities (speaking, listening, reading, and writing) that are required for learning in all areas and for the whole of life.

The success of teaching and learning process is influenced by interaction between lecturers and students that occurs in the classroom, where, actually both lecturers and students have a crucial role in the class. The lecturer is one of the important factor that influence students' success in learning English. Because, the lecturer is the source of input in the classroom and students, actually as subject who are learning.

In the classroom the students meet their English lecturer, so the students can interact each other by using English without shy and afraid. They are still afraid of practicing their English; sometimes they are reluctant to answer lecturer's questions in English. The researcher assumes that it is because most of the students are not confident to speak up, and afraid to make mistake in responding to the lecturers' questions.

Asking question is an important thing in daily conversation especially in the classroom interaction, because of doubtful, unknown, and misinterpretation are resources of mental activities. Asking and answer questions show there is interaction between students and lecturer. Questions have important role in teaching and learning process in the classroom. Students can get information, knowledge, and find solution as the answer. Borg in Nunan (1995) find out that factual questions to determine whether or not students know basic information are far more frequent than higher questions which encourage students to reflect a their knowledge. It is obvious that the questions have important role in teaching and learning process in the classroom.

## LITERATURE REVIEW

### Teaching and Learning English Process

Teaching and learning English process will be a meaningful situation if there is sincere between the lecturer and the students in the class. Effendi (2005) states the students will enjoy studying in classroom if the lecturer cares about their feeling by showing sincere and empathy. One of the important factor to improve the situation above is interaction between the lecturer and the students. The Lecturer is an important

factor that affects students to learn and develop. The lecturer must have a great deal of knowledge, skills, and good role in teaching and learning process. Legutke and Thomas (1999:286) explain there are five lecturer's roles, they are as facilitator, manager, organizer, director; and controller. The success of teaching and learning process depends on the lecturer's ability to manage students in the classroom. There are many way that must be done by lecturer in order to guarantee the successfullness of teaching and learning process, for example retain control of certain longer objectives of the company, engage and ongoing evaluation and feedback, keep employees pointed toward goals, but give freedom to each students to work in his or her own individual areas of expertise.

### **The Classroom Interaction System**

Teaching and learning process is basically a process of interaction among the lecturer and students, student and student. This interaction is caused by creating a good teacing codition for the sake of the students. Di Pietro (1987:20) explains that teaching and learning interaction is an activity that happen between the lecturer and the students play the role as the subject who are learning. Teaching and learning process does not accur an interaction if only the lecturer who is active.

According to Roestiyah in Herlina (2008) formulated that the types of interaction are devided into three, the forms are (1) One-way interaction, the teaching-learning is a process where the lecturer transfer his/her knowledge ti the students. (2) Two-ways interaction, teaching-learning process is the lecturer teaches students how to study well. (3) Three-ways interaction, teaching-learning process is an interaction that has a relationship between the lecturer and the students.

### **Questions**

Question is important to make effective teaching and learning process. Students will improve rapidly if they are more actively angeded in interaction than if they are passive. The class will become more interesting and dynamic if students are involved actively in participation of their own lesson, such as by enthusiastically asking for questions (Effendi, 2005:18).

Answer of questions are useful for the students to understand the lesson. Encourage the students' questions are also able to improve students' participation. Rubin (1982:185) states that questions help to clarify the material for students. It means to use assess students which material is the most important, and to help students advance their knowledge and thinking.

## Response

Response is a way to make the students actively in the classroom. The lecturer ask students in involved in project for their opinions about material. A response will be interesting because a response encourage students to give opinion to each questions asked. Response is action done in answer questions (The Oxford Learner's Pocket Dictionary, 2009:367). According to Cohen (1994) in general the students' respond are divided into three categories, there are oral response, written response, and nonverbal response. Oral response or verbal response is the respond which is given in orally (interview, oral recitation, open ended or student initiated); written response is the respond which is given in written (matching, not taking, rewriting); nonverbal response is the response that is showing by gestures and students behavior (identification gestures: face and eyes, posture, gestures of the head, laugh, silence)

## METHODOLOGY

In this research, the researcher used a descriptive method. The method was intended to answer the research problems to find out what kinds of responses given by the students to the lecturer's questions. According to Gay (1990), descriptive

research involved data in order to get hypotheses or answer questions concerning to the current status of subject of the study. This descriptive method was used to describe the students' responses at the fourth semester of English Department of UMB. The total of students were 110 students.

There were two kinds of instrument that were used by the researcher in this study. First, video camera was used to capture the pictures of students' gestures and expression in responding lecturer's questions. Second, observation checklist by putting tallies on the column to found the frequency of students' responses to the lecturer's questions. There were 34 items that consist of three types of responses whether there were oral, written and non-verbal responses in the observation checklist.

## FINDINGS AND INTERPRETATION

This chapter discussed about the students' responses to the lecturers' questions. There were there types of the students' responses, they are oral, written, and non verbal responses

The total showed that the students usually used verbal and non-verbal response in responding to the lectures' questions. It was from the students responses; *eye contact* occur 98 times or (42%) and the second rank

was students' response; *open-ended or student initiated* with frequency 51 times or (22%). The third rank was students' response; *silence and laughter* occur 17 times or (7,29%). Then, the fourth rank was *smiles* 13 times or (5,57%). The fifth rank was oral recitation; *to be read as if spoken* 5 times or (2,16%). The eighth rank were *nodding of the head and facial expression* occur 4 times (1,71%). The ninth rank was *rewrites as passage* 3 times or (1,28%). The tenth rank was *shake of the head and relaxation* happened just once or (0,42%). The last rank was interview (0), *responding to request and pictorial response*. Because it did not happen when teaching and learning process.

Based on the percentage above, it can be concluded that the response dominantly was *eye contact* response. Because eye contact response showed there was interaction between the students and lecturers. The second rank was students' response *open-ended or student initiated*. This response sometime used by the fourth semester students. In here lecturer as a facilitator in teaching learning process still used the easy level of questions, automatically the students answered the lecturers' question orally.

To keep student's motivation in teaching and learning process, a lecturer should try to create in enjoyable condition,

for example by asking the question in joke form, and automatically the response given by the students in laughing.

On the other hand, the students were afraid of making mistake in responding lecturers questions because they were afraid of making grammatical mistakes. When they were making mistakes in responding lecturers's questions, the lecturers immediately correct it and their friends will laugh at them. It make the students unconfidently.

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