

Chapter Four

Finding and Discussion

This chapter presents the finding to answer research questions based on the three participants in this research. In this chapter discussed and reports in two sections. The first section presents about students experience how the teacher do the impromptu question in the class activity. Then, the second section explores student perception about the impacts of impromptu question in teaching and learning processes at English Education Department of Universitas Muhammadiyah Yogyakarta.

Students Experience About How Teacher Do the Impromptu Question in Teaching and Learning Processes.

The first objective of this research is to find out students experience about how the teacher give impromptu question in the classroom. Based on the three participants, the researcher found 5 ways in giving impromptu question in teaching and learning processes, there are: starting the class, discussing new material, reviewing students' learning, giving chance for students to share their opinion, and evaluating students' learning.

Starting the class. This research found that impromptu question is used by the teacher to start the class. First participant, Bitu stated that: "Teacher usually used impromptu question to open the lesson". Another participant Rani also said that teacher used impromptu question as warming up activities in the class, by saying: "Usually, the teacher gives a question to the students as warming up in the beginning of the class to start the class activities."

Akther (2014) mentioned that teachers used warm-up activities at the beginning of the classes to get students' attention. They asked questions, chatted with the students in the class, so the students gave their attention to the teacher and the class lesson. Blosser (2000) said that questions used by the teacher in the beginning of activities are to promote discussion or student interaction, to stimulate student thinking, to allow freedom to hypothesize, speculate, share ideas about possible activities, etc. In conclusion, this activity helped the students to avoid distraction and focus their attention on the lesson, because this activity lead to controlling students interaction in the class.

Discussing new topic. Next finding in this research found that impromptu question is used by the teacher to discuss new topic in learning. As Bitu said, "Usually, the teacher also gives some questions to discuss new material and makes the student share their opinion in the class activities".

Related to the statement in above, Hamigloglu and Temis (2012) said that impromptu questions facilitate the students to learn new materials, to integrate their opinion, to provide the practices, and get the feedback for the improvement. Ma (2008) also mentioned that the teacher should ask the students some preview questions to introduce new topic. The purposes of the strategy is divided into two aspects: firstly, to arouse the learning interest and curiosity of the students to participate in the classroom activities promptly and think about new materials, and secondly, to direct the students to the actual process of the class interactions without having students feel bored and discouraged. The students will automatically respond to the teacher with enthusiasm. In conclusion, creating the

satisfactory atmosphere in the classroom interaction is very important in learning. Good explanation from the teacher makes students easy to understand the content of the materials.

Reviewing students' learning. In this finding there are three participants stating that impromptu questions were used by the teacher to evaluate or review the previous topic. Bitu gave a statement that impromptu questions were used by the teacher in opening the lesson and reminding the topic. She said: "Teacher usually used impromptu question to open the lesson, and make the students remind their previous topic". Then, Via also stated that: "Teacher will ask a question directly to the students, reviewing and evaluating the previous topic". Another participant, Rani also stated that: "... In the end of learning, the teacher usually asks question to check students' understanding of the topic that we have learned".

Related to the statement above, Ma (2008) asserts that the skills of questioning in class involved four stages of questioning, namely: preparation in learning, asking a question, students organizing the answer, and the teacher providing the feedback. According to Lathan (1957), cited in Arslan (2006), the teacher should have use questions to stimulate thinking in the classroom. Effective questions help teacher and students to learn from one and another. The important purpose of the questions from the teacher is to make students focused on and understanding the lesson.

Giving chance for students to share their opinion. Another statement is expressed by Bitu. She said that impromptu questions as a chance for students to

share their opinion in the class. She said “... teacher ask a question in the class to make students express their knowledge in every activity in the class”.

Symmonds (2017) argues that it is important that teacher plan the questions that were asked to the students. The ability of students to be able to express their views and thoughts is generated through teachers questioning. Chun-miao (2007), cited in Zaenudin (2016) said that teachers give question during the classroom activities with the purpose: first, letting students’ present information based on the facts, ideas, and opinion; second, making an examination for the students about understanding, knowledge or skills; third, engaging learn actively in participating their learning; fourth, stimulating students thinking or probing more deeply into issues. The last, getting students to review and practice previously learn the materials.

Evaluating students’ learning. This research found that impromptu questions were used by the teacher to evaluate students’ learning in the class. As Via said that: “... so, the teacher asks questions to test students’ knowledge about the topic”.

Tofade, Elsner, and Haines (2013) said that questions from the teachers can also be constructed to demonstrate students understanding, prompt the analysis, or evaluate the work of others. Paul and Elder (2008) maintain that questioning can be used to explore student values or to uncover problematic areas of potential biases. It can be used to identify where students are clear and where they are fuzzy in their thinking. The researcher can conclude that question from the teacher is one of the ways in evaluating students’ learning.

Students' Perception about the Impacts of Impromptu Question in Teaching and Learning Processes

This section discussed students' perception about the impacts impromptu question from the teacher. This section showed positive and negative impacts of impromptu question. The following point discussed the categories that are connected to the second research question in this research.

Giving positive impact toward students' learning. Based on the three participants, they had a good perception of impromptu questions that were given by the teacher in teaching and learning process. The researcher found five positive impacts of impromptu question, there are:

Motivating students to study at home. The first positive impact of impromptu question makes student learn at home. Based on the three participants, after the teacher gives them the impromptu question in the class they will study at home. Bita stated, "... more understand the subject, because usually I learn or read more about the topic at home". Then, Via also stated, "... Read the topic that will be discussed in the class, because in first meeting teacher give me the syllabus, so I can know the topic that will be discussed in the class". In another statement, Rani said: "... I have prepared myself for answering the questions and motivates me to study at home".

According to the statement above it can be concluded that, Oliveira (2010) said that questions asked by most teachers tend to serve beneficial cognitive purposes such as to make students aware of their misconceptions, to help students recognize their understandings, to encourage students to rethink and to re-evaluate

their conceptions, and to encourage students to take intellectual of the knowledge. Hamiloğlu and Temiz (2012) hold that questions will help students to learn new materials and to integrate their opinion, to provide the practice and to get the feedback for the improvement.

Understanding more about the subject. The second positive impact after being given impromptu question from the teacher, it makes students understand more about the subject. Bitu said that: "... because I often read the material makes me understand more and remember the previous material that I have learned".

Related to the statement of the participant, according to Ma (2008), question from the teacher, will make teacher know how much and how well the students have grasped the reading materials and how well they can do in the classroom interaction. Question from the teacher also gives an idea to the students how they should do in the classroom interaction.

Having more preparation. The next positive impacts after being given impromptu question from the teacher is that it can encourage students to study at home. As Rani said, "In the next day, I have preparing myself to learn about the topic, and to try to arrange the words in English language". Another participant Via, said, "... for the next day, I will make preparation before doing the class and learn the previous topic to prepare the teacher question in classroom activity".

In line with the statement, Lawrence (2016) said that a motivated student who answers the question will help the whole class to learn and the students will have some question in their mind, predict or search for the answer the question that teacher ask, and will paraphrase the answer with their own words. In addition,

having more preparation in learning will get students more involved in critical analysis of their own and other students' ideas.

Increasing students' soft skill. One of the participants has the statement that impromptu questions from the teacher increase students soft skill. Via stated, "... if my teacher gives the students impromptu questions in the class, it increases my soft skill. I will be able to speak in the class actively, and I am confident in answering the question from the teacher".

Related to the statement in above, Arslan (2006) maintains that questioning the student is an effective skill "to stimulate student interaction, thinking, and learning". Rani (2010) it includes communication skills, interpersonal skills, teamwork, body language, etiquettes, selling skills, presentation skills, confidence building in learning. The teacher believed that the more intense he asked questions to students, the more active students spoke. Zaenudin (2016) students' language skill were also developed. So, interaction among teacher and student would be built and makes a good relationship is developed in the class activities.

Giving negative impact during teaching and learning. After the participants mention about the positive impacts of impromptu question, they also mention some negative impacts of impromptu question from the teacher. Based on the participants, negative impacts of impromptu question divided into 3 categories, there are:

Feeling nervous when there is no class preparation. This research found that students will be nervous about answering the questions from the teacher. As Rani said, "I feel nervous if my teacher called my name to answer the questions".

Tofade, Elsner, and Haines (2013) said that students who do not feel safe or self-confident will not initiate to responses the questions or will provide the short answer or purposefully erroneous answers when teacher called their name. One of the problems that they felt nervous in answering the question is that they lack the understanding of the topic. Gaither (2011) argues that giving questions to the students in the classroom before they read the materials does not guarantee that teacher will have higher responses or greater learning. Students can be nervous in preparing to answer the questions.

Effective questions are asked in a psychologically safe learning environment to support student learning by probing the understanding, encouraging creativity, stimulating critical thinking of the students, and increase students' confidence. In addition, students who do not feel safe or self-confident will not initiate responses to questions or will provide short answers. Students should be permitted to provide a full answer to the question without fear of penalty for an incorrect response (Tofade, Elsner, & Haines, 2013). In conclusion, un-confident students will avoid expressing their thoughts and opinions in the class activities.

Feeling confused when answering questions. There is one participant who gave the confusing statement to answer the questions when the students do not have preparation about the topic. Bitu stated, "If I don't have to prepare the subject, I will be confused in answering the question".

In line with the statement, the difficulty to answer the questions is common in English classroom teaching and learning activity. The function of teacher's questioning is divided into three main areas: diagnostic, instructional and

motivational. As a diagnostic tool, classroom questions allow the teacher to find out what the students know and how they think about the topic, so teachers can evaluate the current states of students thinking (Qashoa, 2013). To face this problem, the teacher can modify their question and help the students to recall the answers, so it will elicit the answer. The most important thing is that teacher can help students develop their thinking skill, and allows students to collect their thoughts before officially answer the questions.

Feeling afraid of answering the question in English. This research was found that students are afraid to respond the question from the teacher. Here the statement from Rani, "... I feel afraid of answering the questions because I don't have ideas to express the answer in the English language".

In line of the statement, Zaenudin (2016) stated the students could not respond to the teacher's questions, not because of the absence of their knowledge; rather they do not know how to express the answer in English. The students who had low proficiency in the English language were afraid to answer their teacher's questions because they were worried that their fellow students or teacher would laugh at their poor language. In this case, make students worries in answering the question in class activities.

Moreover, Ma (2008) mentions that questioning the students in class activity make the teacher know how much and how well the students have grasped the reading materials and how well they can do in the classroom interaction. Then, questioning the studnets gives an idea how students should do in the classroom interaction. In addition, teacher should give positive motivation

to make students prepare in learning and make students confident to speak in class activities.