

## Chapter Four

### Findings and Discussions

In this chapter, the researcher discusses the findings that answer the questions about what are the problems that students face in answering teachers' questions. Besides, this chapter also discusses the findings which answer the second research question about what strategies that students use to overcome the problems in answering teachers' questions. All the participants had different opinion about problems faced and strategies used in answering teachers' question. Therefore, the findings will be discussed in this chapter.

#### **Problems faced by students in answering teachers' questions**

At this point, 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. In the next paragraph, the researcher explained and showed each finding or problem clearly.

**Finding 1. Understanding difficult question.** Based on the data collected, the first problem that the participants faced was about understanding difficult question. The students often found difficult questions from the teachers and it led them did not know the answers. Participant one stated that "The problem was about understanding difficult question." (P1.2).

The data showed that there were only one participant who got difficulty in answering teachers' question because they were getting difficulty in understanding the questions. Students' proficiency seems to be the most influencing factors that the teachers need to focus on before asking the students. The question seems to be useless if the teachers do not look at students' proficiency. If the teachers give the students too difficult question, it would be useless because the students would not understand the answers at all (Farahian & Rezaee, 2012)

**Finding 2. Answering spontaneous question.** The next problem that participants had in answering teachers' questions was answering spontaneous question. The participants got difficulty in answering the questions when the participants were suddenly asked particular question. Participant one said that "Cannot be asked than directly spontaneous answer" (P118). Participant three also contended that "The problem that I face is like I am suddenly asked about the materials that I have not understood." (P3.10).

From the explanation above, two participants were same that they got difficulty in answering spontaneous question. They got difficulty in answering spontaneous question because they were not ready. According to Wangru (2016), when the teachers give spontaneous question to particular students to answer, some students might be embarrassed and get hurt when they could not provide the correct or proper answer. It means that spontaneous question can be a problem for the students in answering teachers' questions.

**Finding 3. Having less of references.** The fourth problem that students or participants faced in answering teachers' questions was having less of references. No matter what major or material that students learned, having a lot of references eased them to answer all kind of questions. Participant four stated that "When I never experienced that things, it is hard for me to answer the questions because I have less of references." (P4.2).

From the data above, it could be concluded that there was only one participant who stated that having less of vocabulary became a problem when answering teachers' questions. It was because this participants never read the materials. According to Wangru (2016), most teachers ask the students to read and learn some references before starting to the questions. This point happens because the teachers realize that having less of references is kind of a problem for the students in answering teachers' questions. Zhang (2006) also mentioned that having many references will help the students in learning and teaching process.

**Finding 4. Feeling afraid.** Another problem was feeling affraid. The participants were affraid to give wrong answer when they answered teachers' questions. They sometimes could not speak up to share their ideas and answer because they were affraid to make their friends shout out because they gave wrong answers. Participant one said that "I am affraid in giving wrong answer." (P1.8). Participant two mentioned that "Another problem is affraid to be wrong." (P2.3).

From the data shown above, it could be concluded that there were two participants who were affraid to answer teachers' questions. It means that sometimes the students prefered to be calm because they were affraid not because

they did not know the answer. They were affraid to speak wrong answer. Wangru (2016) argued that some students who keep silent when they are asked not because they do not know the answers but they sometimes are affraid to answer incorrectly. Briggs (2014) also said that feeling affraid is the problem that is mostly faced by the students in answering every question from the students.

**Finding 5. Feeling nervous.** The next problem was feeling nervous. The participant often felt nervous when they were asked by the teachers about particular material. It made them forget about what to answer. First participant stated that “Another problem is nervous. When every time I am asked, I cannot be calm” (P1.12).

From the explanation above, there was only one participant who stated that feeling nervous was one of the problems that participant faced. The students often feel nervous when the answer teachers’ questions especially when the students forget what they know (Yildirim, 2004).

**Finding 6. Getting unfamiliar and specific question.** Unfamiliar question and specific question were the last problem that the participant faced. Unfamiliar question and specific question made the participant become confused in answering teachers’ questions. The participant was confused because the participant did not know the meaning of the questions at all. It meant that it was hard for the participant to give an answer. Participant three stated that “For example, the teachers ask me unfamiliar question, so I get difficulties in answering the questions because I do not understand about teachers’ questions”

(P3.1). Participant three also added that “Another problem is that the teachers give specific questions about the materials, but it needs to be detail.” (P3.6).

Based on the participant’s statements, it could be emphasized that there was only one participant who thought that unfamiliar and specific question were participant’s problem in answering question. The teachers should give the students familiar material because it will ease the students to answer teachers’ questions (Farahian & Rezaeeb, 2012).

In conclusion, from the first research question about ‘What are the problems faced by the students in answering teachers’ questions, there were six findings found. These were, 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.

### **Strategies used by students in answering teachers’ questions in classroom activity**

In this point, 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 detailly by the researcher. Each finding was supported by expert and it was quoted by the researcher.

**Finding 1. Thinking first.** Based on the data collected, the participants stated that the first strategy to answering teachers' question was thinking. The participants stated that the participants should be given time to think first before answering the question. First participant contended that "Must given some time to think first" (P1.6). Participant three echoed "Opening up opportunities to think together" (P3.8).

Based on the elaboration above, there were two participants who needed to be given time to think or an opportunity to think before answering teachers' questions. According to Livy and Downton (2006), if the teachers did not give enough opportunity for the students to think about an answer, it will truly make them fail. By this point, most all of the students need to think first in order to know the answers of particular question.

**Finding 2. Asking friends.** Second strategy that the participants used to answer teachers' questions was asking friends. The participants asked their friends when they were asked particular question by the teachers. The participants asked their friends because they thought that their friends understood more about the materials and questions given by the teachers. Participant one said that "I ask my friends who understand more about the materials. For example, I ask my friends the main point of the discussion so my friends explain the materials or the discussion." (P1.14). Participant two said that "My strategy is asking friends or

discussing with my friends next to me.” (P2.9). Participant three said that “I prefer to ask friend to give me a hand” (P3.18). Participant four mentioned that “Asking our friends, there are so many friends who understand the things that we do not understand” (P4.16).

From the data above, it could be clearly stated that all participants in this research used asking friends as their strategy to answer teachers’ questions. They often asked their friends next to them before answering the questions. Hub (2013) said that social strategy is one of the strategies that can be implemented when the students do not know the answers. Social strategy refers to a strategy of asking the people around the students. It could be the teachers, friends or somebody else.

**Finding 3. Answering based on understanding.** According to the participants in this research, the participants often answered teachers’ questions as much as they could or based on their understanding. Participant one contended that “My strategy is trying to answer teachers’ questions but I answer it as long as I can.” (P1.15). Participant four mentioned “I always answer teachers’ questions no matter what even though my answer is rather bad because I often answer by thinking if I were in that things.” (P4.4).

Based on the data showed above, there were two participants who stated that they often answered the question based on their understanding. They often answered the questions with the things which were in their mind. According to Zhang (2011), the students often look back to their previous experience and then they answer the questions based on their understanding.

**Finding 4. Asking teachers.** The next strategy in answering teachers questions that the participants used was asking the teachers. The participants stated that they asked the teachers because they thought that the teachers more understood the questions than them. It meant that asking the teachers was the right thing to do when they could not answer the teachers' questions. Participant one said that "When I get hard question from the teachers, I ask the teachers first because I cannot understand the questions." (P1.16). Participant two stated that "We can ask the teachers who understand more about the questions just to make sure." (P2.14). Participant four said that "I confirm to the teachers who ask the questions when I feel it is not detail." (P4.14).

Based on the participants' statements, it could be concluded that there were three participants who contended that they often asked the teachers before answering the questions. Hub (2013) argued that social strategy means a strategy to ask the people around the students. It can be asking the teachers and friends.

**Finding 5. Learning.** The fifth strategies that the participants used in answering teachers' questions was learning. The participants thought that they should learn and enrich the vocabulary in order to understand the materials. Participant two said that "Learning together" (P2.15). Participant four echoed that "It is like the strategy to enrich the vocabulary. We must know or learn about that will be used" (P4.6).

Based on the data, it could be emphasized that there were two participants who contended that learning again needed to do in order to be able in answering teachers' questions. Frey, Ampatziadis, Ohst, Renkl (2018) stated that learning



strategies are important for the students to enrich their knowledge to answer the questions correctly.

**Finding 6. Discussion.** Next finding about the strategies in answering teachers' questions is discussion. The participant contends that discussion is the strategy the participant prefers before answering teachers. Participant two echoed that "I prefer to use discussion" (P2.17).

From the participants' elaboration, it could be seen that one participant states that discussion can be a strategy before answering teachers' questions. According to Frey, Deutscher, and Renkl (2018), discussion can be one of the strategies that the students can use to answer teachers' questions. In discussion, every student shares ideas and thoughts so every student will get many information.

**Finding 7. Asking for clue.** Asking clue was the seventh strategies that the participants used in answering teachers' questions. The participants used this strategy to help them think about the answer. Participant three mentioned that "For example, when I am asked about behaviorism or about methodology, so I ask for the clue." (P3.13)

From the explanation above, it could be said that there was only one participant who stated that asking for a clue was one of the strategies in answering teachers' questions. Granot (2014) said that sometimes the students are able to answer the question by asking for clue first. According to Sari (2014), the students often ask the clue to the teachers in order they can guess the answers of teachers'

questions. By this point, it seemed that this strategy encouraged the students to elaborate their thoughts and then pour it into an answer.

**Finding 8. Opening a guidebook.** From the data collected, opening a guidebook was one of the strategies in answering teachers' questions. The participants used this strategy to know the answers of teachers' questions. Participant three said that "I prefer to use book than to use smartphone because I think I can see the specific answer by opening book" (P3.21). participant three also added that "If the class provides a guidebook, I directly look up for the answer in the guidebook" (P3.19).

Based on the above findings, there were two participants who used this strategy to look up for the answers of teachers' questions. Granot (2014) mentioned that open book is one of several strategies that students can use when they are given a quiz and question by the teacher. It meant that opening a guidebook or a book was one of the strategies that the students could use to solve the problems in answering teachers' questions.

**Finding 9. Browsing.** Browsing was the ninth strategies that the participants often used to answer teachers' questions. The participants used browsing as their strategy because they sometimes were allowed to use their smartphone in their class. Participant three said that "I prefer to look up the answer using smartphone by browsing in the internet because there are some teachers who allow the students to use smartphone or vice versa" (P3.20). Participant three also added that "However, if there is no guide book I browse" (P3.22).

By looking at the participants' statements above, it could be said that there were two participants who stated that they browsed using their smartphone to look up for the information. It aimed to know the answers of the teachers' questions. According to Bughin, Corb, Manyika, Nottebohm, Chui, Barbat and Said (2011), when the students do not know the answer of the teachers' questions, they can browse to the internet.

**Finding 10. Reading.** The last strategy that the participants used was reading. The participants often read the materials before the teachers gave them particular questions. It aimed to enrich the references and understandings about the materials. Participant four said that "We can read the materials first before entering the class." (P4.11).

Based on the participant's statements, it showed that there was only one participant who used this strategy to answer teachers' questions. The participant used this strategy before entering the class, so the participant would be ready to be asked. It is in line with Dolezalova (2014) who argued that reading enriches students' knowledges which are important for answering every kind of question.

In conclusion, based on the findings above, there were ten strategies that the students used to overcome the problems in answering teachers' questions. 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 detailly 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.