

**LECTURERS' QUESTIONS USED IN THESIS EXAM OF
ENGLISH EDUCATION DEPARTMENT STUDENTS IN UNIVERSITY
OF MOESLEM NUSANTARA**

By:

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Abstract

This research aimed to know lecturers' questions are used in Thesis Exam of English Education department and to know the effectiveness of lecturers' questions in Thesis Exam of English Education department in University of Moeslem Nusantara. This research employed by using descriptive qualitative. The subject of this study was lecturers' questions. While the object of study were Lecturers who questioned in the Thesis Exam for English Education department. The data were analyzed by interactive Model Miles, Huberman and Saldana (2014) consisted of data condensation, display and drawing conclusion. The data were analyzed by using Tsui (1995) theory to find out the types of lecturers' questions and the effectiveness of lecturers' questions based on Ur (1996) theory. The data were collected by using recording, transcribing and classifying.

Keyword : Lecturers' questions, the effectiveness of lecturers' questions

INTRODUCTION

Teaching learning process is a complex and multi-faced issue. Lecturers' teaching and students' learning are two important components to build up a meaningful and effective educational context. In this context, teachers and students learn from one another as they build up an environment of learning in a class (Wood & Anderson, 2001).

At this point, learning process gains a role as a mean for negotiation and the success of this negotiation mainly depends on the quality and quantity of learners' participation to information sharing in the class as getting students to speak to use the language they are learning is a vital part of a lecturer's job and

responsibility to adopt the target language to promote their communication with learners within which lecturers' questions maintain the talk via extending and leading students into continuance. (Yan, 2006).

It means that the significance that departed from the duties and responsibilities of teachers are severe enough to educate their students in class. As an English lecturer in a university, requires plenty of practice, needs cooperation between the lecturer and students in class to join fulfill the verbal communication and the teaching-learning procedure. Lecturers' questioning has traditionally been viewed as an important component of lecture talk

and the core of effective teaching in classroom context.

Questioning is one of the most regularly employed teaching strategies. It is used by many lecturers during their teaching process. They consider that it is an effective tool to build students' understanding and to stimulate them to participate in learning. Thus, almost all lecturers ask questions in the class every day to individual students, to small groups, and to the whole class.

Studies relating to EFL (English as Foreign Language) teaching have pointed out the need for lecturers' questioning. It can be inferred that in EFL classes, especially in Indonesia, where the target language is seldom used outside the classroom, questioning can be considered as the most powerful device to stimulate students to communicate. A common problem that EFL (English as a foreign language) lecturers are facing is to deal with a passive class, where students are unresponsive and avoid interaction with the lecturer. This is especially true when a lecture seeks interaction in a lecturer-thesis dialog, such as asking questions to the thesis exam as a whole, expecting at least one student to respond.

It means that the lecturers are facing a challenge of how to create a conducive learning environment which is effective for the learners to attain good achievements in the subject. Without considering a proper plan to use questions as a learning tool, lecturers are likely to miss a powerful opportunity to create the type of dynamic and interactive dialogue that promotes an environment in which students

actively analyze and process information to answer good questions.

As Tsui (1995) states that in EFL classroom, teachers spend two thirds of the classroom time for lecturing. They do most of the talking whilst students remain silent. However, the most important factor within any effective language teaching-learning is that students are enabled to do most of the talking. It means that students' talking time (STT) should be more dominant than teachers' talking time (TTT). It can be reached when the students participate actively during the lesson.

As what Brown (2001:169) states that one of the best ways to develop teachers' role as an initiator and sustainer of interaction is to develop a repertoire of questioning strategies. Therefore, what kind of and how questions are used in the class is important to provide an effective interaction. It will happen if the teachers can make the effective questioning to ask the students in teaching-learning process.

Effective questioning by the lecturer directs students into understanding lesson content, arouse their curiosity, stimulate their imagination, and motivate them to seek out new knowledge. If executed skillfully, questioning would elevate pupils' level of thinking (Muth & Alverman, 1992; Orlich, Harder, Callahan, Kauchak, & Gibson, 1994; Ornstein, 1995; Hussin, H., 2006). Correspondingly, this elevates students' inquiry in the form of challenging assumptions and exposing contradictions that lead to acquisition of new knowledge. Especially in thesis exam where the student has to keep on responding

about what the lecture or examiner questioned.

In line with all explanations above, this study would like to describe the lectures questioning in Thesis Exam in faculty of teachers' training and education. It focuses on English departement, University of Moeslem Nusantara.

REVIEW OF LITERATURE

Berlitz (2000) defines a question is a linguistic expression used to make a request for information, or else the request itself made by such an expression as state that this information is provided with an answer.

According to Brown, (1975) a question is any statement which tests or creates knowledge in the learner. Hyman (1972) defines question as a word that refers to the eliciting of a verbal response and may take any grammatical form declarative, interrogative or imperative.

According to Seime (2002) a question in the classroom is any statement intended to evoke a verbal response. From that definition, it can be stated that a question is a statement which is used to stimulate students' thought for producing any word as a reply.

From these definitions, it can be generalized that the question refers to any idea that requires a response from the listener or audience.

RESEARCH METHODOLOGY

Research Design

This study was conducted in descriptive qualitative research design. According to Bogdan and Biklen (1982) qualitative research is as direct source of the data and the researcher is the key instrument.

Qualitative means to find out how a theory works in different phenomenon whose data collected are in the form of words rather than number. And qualitative research has the natural setting as the direct source. It means qualitative research is study things in their natural settings, attempting to make sense or to interpret phenomena in terms of the meaning people bring to them. According to Borg and Gall (1989) descriptive research is unique in the number of variable employed. Like other research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable. Ary (1979:295) states that descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed toward determining the nature of a situation as it exists at the time of the study. It means that descriptive qualitative is designed or the natural setting as the direct source of data.

Related to this study, it was described the lectures' questions that used by the lecturers during the Thesis Exam process in English Departement at University of Moeslem Nusantara.

Data and Source of Data

The data of this study were lectures' questions based on spoken data during Thesis Exam process. While as the source of data were English lectures who examine and questioned in Thesis Exam of English departement at VIII semester of University of Moeslem Nusantara. The lecturers were chosen as source data because they had a good communication in English. It means that the lecturers could adopt the

language used as the way to stimulate the students's respons courages and confidences in Thesis Exam.

Instrument of Data Collection

As Bogdan & Biklen (1992:32) state that the researcher is the key instrument. It means that everything is controlled by the researcher. The supporting instruments of data collection in this research were observational sheet and video recorder. They were used to observe the types and the effectiveness of lecturers' questions during Thesis Exam process. And the last instrument was interview sheet. It was used to interview the English lecturers to know the reasons of those questions asked by the lecturers in Thesis Exam.

Trustworthiness

In qualitative research, the trustworthiness of a research study is important to evaluate its worthiness. The aim of the trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to" (Lincoln and Guba, 1985). According to Lincoln and Guba (1985), there are four criteria for establishing the trustworthiness of qualitative data, namely credibility (true value), transferability (applicability), dependability (consistency), and conformability (neutrality).

Techniques of Data Analysis

After collecting the data through observation, recording and interviewing the study was analyzed by using the following steps adapted from Miles, Huberman and Saldana (2014) and Saldana (2014) namely:

Data Condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming. The second was data display and the last was verification.

Data Analysis and Discussion

Fraser (1994, p.104) defines "Effectiveness. This is a measure of the match between stated goals and their achievement. It is always possible to achieve „easy“, lowstandard goals. In other words, quality in higher education cannot only be a question of achievements "outputs" but must also involve judgments about the goals (part of „inputs").Th effectiveness of lecturers" questions wereby Ur (1996) namely: clarity, learning value, interest, availability and extension. While the effectiveness of lecturer"s questions could be categorized into very effective, effective, quite effective, less effective and ineffective. From the analysis result, it could be concluded the distribution of the effectiveness. Lecturers'questions as follow:

Table 4.2 The Distribution of The Effectiveness of Lecturer"s questions

N o	The Effectiven ess of Teachers' Questions	Freque ncy	Percent age (%)
1	Very Effective	16	43,24
2	Effective	6	16,22
3	Quite Effective	8	21,62
4	Less Effective	5	13,51
5	Ineffective	2	5,41
Total:		37	100

Based on the table 4.2, it could be concluded that the effectiveness of lecturer's questions were very effective 47,37(%), effective 10,53(%) quite effective 26,32(%), less effective 13,16(%), and the last was ineffective 2,63(%)

It showed that the lecturers' questions was very effective used by the lecturers in thesis exam of English Education department students. It was caused the lecturer implied the question in the thesis exam had some variation of question. It was certainly adjusted based on the student's ability in comprehending the question. So the lecturers should create the questions based on the goal achieved by the lecturers in order to ask the questions and the answer was suitable with the student's achievement.

Lecturer's question was categorized very effective because of question made by the lecturer contained with clarity as the most effective indicator to achieve student's achievement the learning process in seminar proposal. For Instance:

Very Effective

Very Effective questions are mainly open, allowing many possible answer and questions are planned carefully, and are related to the objectives of the session. If it has fullfill of five criteria of the effective questions namely clarity, learning value, interest, availability and extension. For instance:

L: Why do you choose the laboratory method?

S: I am sure about the laboratory method. The students become more understand in studying descriptive text.

Based on the conversation above it could be seen that lecturer's question was categorized *very effective*. Because the questions contained all of the criteria, they were *Clarity, learning value, interest, availability and extension*. All the criteria contained some aspect namely student answered lecturer's question immediately, interest, confidence, unknowledgeable and varied answer.

It was marked with students' answer "I am sure about the laboratory method" and the next was:
L: Ok now when will you conduct your study?

S: I will conduct my study in academic year 2018-2019

Based on the sample data above the question was very effective because of the question covered five criteria which it was to be very effective to present to the students were asked to conduct the study. It was clarity, because the student's answer was expected by the lecturer and clear. Beside in the samethings, it was contained the learning value which the question stimulate students thing and any contribution inconvicing the thesis exam. Others criteria was interest which the lecturer's question could be attractive the student's interest. It certainly included as availability which the question encourage students to answer the question so that it was to be extension. L: **How did you conceptualize your study?**

S: I conceptualized my study by scheme.

Based on the sample data above, the question was very effective because of the question covered five criteria which it was to

be very effective to present to the student was asked to explain the thesis Exam. It was clarity, because the student's answer was expected by the lecturer and clear. Beside in the samethings, it was contained the learning value which the question stimulate student's thing and any contribution in a thesis exam presented. Others criteria was interest which the lecturer's question could be attractive the student's interest. And it certainly included as availability which the question encourage students to answer the question so that it was to be extention.

Effective

The effective question if the goal can be a broad or as a narrow as achieving specipic out put and it has four criterias namely clarity, interest, availaibility and extention.

For Instance:

L: What's your research design that you use?

S: One is experimented group (16)

L: How long will you conduct this research?

S: I will conduct this research for one month

(Data 36)

L: Is it possible for you?

S: Yes. I am Mam." (Data 28)

Based on the example above that the data (16) it showed that the lecturer's question was categorized *effective*. It had four criteria when the lecturer asked the question to the student namely *clarity, interest, extension and availability*. All those criteria related to immediately, kind answer, students' response and then any challenging in lecturer's questions found. And the last was knowledgeable. It was similarly by the data 36 that the lecturer was effectively questioned to the student

by involving the students in questioning. It was marked by question from the lecturer namely "*How long will you conduct this research?*" And the last explained that effective to ask to the student because the question had the familiar word for the students to answer and respons what the lecturer asked. And it elicited the student's courages to interact tot he respons it.

Quite Effective

Good questions lead the learner on a journey in which there is a balance between content (who, what, when) and process (how, why), for example:

L: How's your data result before using

pictures?

S: Before using pictures 79 data .

L: What do you mean about Impassion?

S: Impassion is simple studying

The lecturer's question was *quite effective*. It was proved that there just contained *clarity, interest and availability*. While learning value and extension did not include inside because the student just answered by "Before using pictures 79 data". All this things covered students immediately knew what the questions means, and then there were found response, confidence and knowledgeable from the student. In this case the lecture needs to give support or couragethestudenttoanswer and then the data (3) the question was quite effective because it just contained clarity, interest and avaiability. It was marked by the short answer spoke out from the student when presented the proposal.

Less Effective

Less Effective Questions are mainly closed, allowing only one set answer. For instance: L: I suggest you the topics in pretest and posttest must be same. So we know the result before and after teaching that topic.

Don't you? S: Yes, I do" (data 19)

L: After reading your theory in chapter two, I find somethinkmissing. It is your explanation

Abouttheory. **What was going on?**

S: Hmm... Mam Ok I will revise it (data 30)

L: That's it?

S: Yes. Mam(data 32)

From those sample it showed that the lecturer's question was *less effective*. It was proved that there just contained *clarity* and availability which lecturer's questions was considered as the commonly and then it just did not need to stimulate the student to think more than one answer. Furthermore there were not found interest, learning value and extension when teacher asked the question. It was marked by "*I do*". And the second one showed that the lecturer's question was categorized *less effective* too. It had just two criteri as when the lecturer asked the question to the student namely *clarity and learning value*. While interest, availability and extension were not found. But the student could answered by "*Mam Ok I will revise it*". (Data 30). The last was the lecturer's question was categorized less effective because of not containing the the value and availability and extension to respons what the lecturer's questioned. (data32).

Ineffective

If a question is not answered immediately, the lecturer answers the question, moves on or asks another question. For example:

L: Are you sure?

S: Hmm Yes. I am Mam

From the data above it was clear that lecturer's question wanted to get the student's convinces in answering the question. In fact the student was a bit hesitate to lecturer's question and needed time to answer. It was categorized ineffective because the question was only had the clarity and it did not inform more in responding the lecturer's question.

L: Can you tell me the procedure of the laboratory method?

S: Yes. I can

L: and then?

S: and for all this time the students' achievement is about English so bad

L: and?

S: (Silent)....

From the transcript above, it could be shown that there were three questions. It was called *ineffective* questions. The first was such as "**Can you tell me the procedure of the laboratory method?**" it was an ineffective question because the student just respond in short without giving more information. While the second question was "**and then?**" obviously it was a question that needed confirmation from the student in order to explain or answer the question extended and challenging. But the student just answered by having one criteria namely only clarity. The next question came to the "**and?**" In this case student preferred to be quite than answered lecturer's question. Well student's silence showed that student's

unability in responding the questions. Otherwise in the student's storage mind had less in vocabulary. In other to lecturer's question effective here, she or hes hould *clarify* the question based what she or he meant. Then, it did not have clarity, *learning value, interest, availability and extention* in that question and the question was unhelpful students to answer it.(data 15 and 25).

CONCLUSION

Questioning is an essential component of teaching. Tsui, Marton, Mok and Ng (2004) assert that questions can draw learners' attention to the critical aspects of the object of learning, and open up the space for more investigation on thepart of learners. As for this study, it was intended to investigate how, in a given setting, rlecturer's question was associated with instruction and how it directs later student responses. In so doing, Bloom's typological framework wasdeveloped for the purpose of describing and analyzing classroom discourse, with a focus on question-responseinteractions. The framework was used to analyze the ways in which the teacher had used questions to structure and lead seminar proposal. It was believed, now, that the representation of lecturer's question in the seminar proposal contributed toan understanding of how questions can inspire students to respond as part of a teaching sequence (Chin, 2006). Theanalysis of seminar proposal revealed that lecturer's questions are not only evaluative but also supportive in that it seems that questions provoke deeper thinking in the students. Moreover, it engages students in more cognitively active roles. As Chin (2006, p. 1336) puts

it,"questions stimulate students to "formulate hypotheses, predict outcomes,brainstorm ideas, generate explanations, make inferences andconclusions, as well as to self evaluate and reflect on their own thinking." It can be hypothesized that by questioning, the teacher provides not only conceptual but also linguistic scaffolding.

In this study discussed about the level of effectiveness of teacher question based on theory from Ur(1996) which is the criteria of teacher questions consists of clarity,learning value, interest, availability and extention. From those criteria have some results for categorizing for the level of effectiveness of teacher question namely very effective, effective, quite effective, less effective and ineffective. While in Shahrill (2013) found that effective question was connected with students' achievement in Math subject. In this case, the lecturer made the main criteria to ensure that the teachers become effective teacher by asking questions with higher level process in classroom. It aimed in order to the students explain and elaborate more on the correct answers given and encourage students to ask questions back to the lecturer. Using questions as part of a tool in teaching will motivate and challenge students and moreover, promotes classroom interaction. While in this study the level of effectiveness of lecturer question could be successful if fullfil the five criteria based on Ur (1996) but infact, there was found that the effective level as the highest percentageoccurred in the effevtiveness of teacher question in seminar proposal. And then it followed with quite effective, less

effective, very effective and ineffective. In order to the lecturer question is more effective so it is expected that the teacher should have the skill in preparing question, designing question, controlling question and evaluation.

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