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How We Can Improve Students Interest in Asking and Answering Questions in the Classroom: The Case of Second Year Social Science Students of Bule Hora University in 2020

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Abstract. This education research tries to look at student's low interest in asking and answering questions in social science courses and teacher's efforts, mechanisms and hard workings to improve students' interest and participation in a class room and other project works. Likewise, the paper also assess and examine the causes of some students being silence in class room when they are addressed different individual and group class works in their session; and results that has been occur mainly after the teachers tried to used and applied different evaluation strategies and pedagogical systems to motivate and initiate pupils to be active and warm participant in the class room.

Keywords. Asking and Answering, Motivation and Interests, Student's Participation

1. Introduction

Education is crucial so as to create educated manpower or problem solver citizens' indifferent fields that who can bring immediate change in one's country economic, social, cultural and political development. As we know commonly, when teaching-learning process is conducted, many problems are confronted with, and that problem became hinder such education to not hit its target. The need of solving classroom problems which affect student's academic achievements is to be examined which is against to the ultimate goal of producing competent and responsible citizens (Worshaw and etal, 1994).

So, in order to bring meaningful teaching- learning process and to achieve intended outcomes, all member of education community including students have to jointly create better teaching learning atmosphere and opportunities. Student's presence in class and participation during the teaching-learning process, particularly in asking and answering question is the most to make the teaching-learning process easy, enthusiastic, effective and to promote active learning style (Morgan, 1996).

Because, learning requires the learners to play an active role in order to acquire new knowledge, skill, information and wisdom successfully and also to express their ideas freely than vaguely (Cruicklton, 1979; Mengesha, 2010).

This idea implies that students class room participation is the most important to facilitate the teaching-learning process and to be more reliable, credible and valid. During our classroom sessions, we saw regular student's participation in asking and answering question interest, and

we observed only few students are participate in oral questioning times, and gave answer when they were asked.

The specific situation that, we thought problematic was that, during our lesson, students participation in class was low especially when we asked students, some of the pupils hesitate to give reply for our questions and till the end each session they often stayed as low interested and hardly participant.

So, to solve the above students' low interest and participation in asking and answering of class lessons and other instructional problems, a decisive measure should be taken. From such decisive measures, research is one of the most to dig out the problem systematically and scientifically depending on reliable, measurable and valuable data's.

So, that was why we were initiated to conduct an action research on this problem.

2. Statement of the problem

We have been teaching different courses and lessons for second year regular students for the consecutive seven months (in 2012 E.C). During our lesson, we noticed so many problems that need to be solved. Among these, the one we observed strictly was the students' low interest in asking and answering questions and students low attitude towards the subject of History and Geography.

So, our concern to conduct this research was to improve the interests of students' participation in asking and answering questions in the class room. When we teach them, their level of participation and interest in asking and answering question was low. Most of the time they become passive or disinterested when we addressed them questions.

Even those who try to answer the questions, they felt shy and frustrated. And now, we need to give special emphasis for those low silent remained students to become active participant during asking and answering times, and to increase the level of interest and to narrow their gap from high achievers. That was why we were motivated and committed to conduct this research.

3. Objectives of the study

As we have tried to specify the theme of our studying area in the preceding part, the major objectives of our action research were the following.

We wanted:

- To identify problems that hinder students participation in asking and answering questions during the teaching and learning process.
- To encourage those low participant students to take more responsibility for their learning.
- To motivate them to be active participants in the class room in asking and answering of different questions and give chance for individuals to forward their responses freely after raising their hands no matter whether the answer are right or wrong.
- To create a friendly, well disciplined and smooth class room relationship.
- To make possible condition on how they develop and compete with those active participant students.
- To initiate them to study hard and attend their class without missing, especially, all major History and geography courses, and to develop a good outlook and to like it.
- To encourage them to ask any unclear issues in the lesson.

- To make them a goal-oriented or visionary person, and to advise them to specialize more in History studying areas and its related subjects for future through directing them to read a special guide books of in our University Library, Kennedy Library and Institute of Ethiopian Studies (IES).

4. Significances of the study

There are several reasons that drove us to conduct this research. As we mentioned in the preceding part, a research is conducted with a certain goal and significance.

- The primary reason that drove us to do this research was to become an effective teacher. To strengthen this, Cruickilton (1979) stated that, “effective teacher is one who knows what to do for creating a good instructional environment for his/her students”.
- Secondly, we desired to encourage, motivate, advice and generally to make classroom conditions better than before and to help the whole class be active participant in asking and answering questions. In support of this, D. Borich and L. Tombari (1995) noted that, “motivation and encouragement influence or energize learners to choose a task get energized about it, and persist it until they accomplish success regardless of whether it brings an immediate reward or not”. Such reward may be moral, material or financially.
- Thirdly, we wanted to minimize students’ shyness and fear when asking-answering questions are held in the class room. In our class (course) lesson, we noticed that most students were unwilling and less interested to answer and ask questions.

Even there are cases, in which some students remain silent while knowing the correct answer of the questions. One thing that we have saw concerning this was when we told the answer after they remain silent, they say yes.

So, that, we desired to improve their moral to have full of confidence.

In addition to this, students would avoid their frustration of applying asking and answering methods, we teachers would practice asking and answering methods like other techniques of evaluation, and students would be able to know their weakness and strength by asking and answering different questions and tasks.

5. Delimitation of the study

Though the problem of practicing and being less interesting in asking and answering questions was existed in all sections of regular students, so we thought this study is delimited to second year regular students of social studies in 2020.

6. Research design and methodology

The research in design is descriptive and used mainly qualitative research method or approach. Because, this study is aimed at improving the practice and interest (more related to opinion) of trainees asking and answering questions in the targeted group via using both numbers and words of expression to give accurate- detail information.

7. Data gathering instruments

The tools we used to gather data includes focused group discussion, questionnaire, and interview. The questionnaire used to gather unbiased responses from the sample respondents. Focus group discussion also used to gather data from some randomly selected students arranged in a group and we would observe the status of the implementation of asking and answering of questions.

We also invite my staff friends and colleagues to see the situation in my class during my lesson and to forward their constructive comments on the methods of teaching I am using and student's activity in the class.

8. Sample and sampling techniques

Random and purposive sampling techniques were employed to select the respondents from the selected section.

9. Method of data analysis

The data would be analyzed mainly through descriptive analysis method in accordance with the research question and objective of the study and oral information and also written feedbacks will be cross checked, interpreted and analyzed in an organized manner with suitable examination of available datas.

10. Implementation (action reflections)

To overcome the problems, we designed and implemented different strategies.

- Firstly, we develop and include varieties of new things that can help students to take initiatives and to increase their participation. For instance, we gave due emphasis to motivation, attitudinal changes and encouragement. When we teach them, we asked some oral questions and whenever they respond it, we gave them different moral encouragements like very good, excellent and keep it up. Because some scholars like Morgan (1996) clarified that, "motivation increases the participation and stimulates the students; and that response will be made again".
- Secondly, we aimed at maintaining effective classroom management. Then, we make the classroom condition more suitable for effective learning to take place.

Like:

We rotated our eyes to all students whether they are with the lesson or not.

In support of such activities, Emmer, Evertson Elements and Worshaw (1994) noted that, "the teacher who was categorized as effective classroom manager had significantly higher students' engagement in the role of the lesson and motivated students to be active in the class room".

Then,

- We organized classroom group that contains two or three of those low participant students from the selected members.
- We walked around them from the front to the back until they finish their discussion point. Then, we motivated those students to be participant in the group discussion.
- Lastly, we selected those students to answer the result of their activity, and after that, we motivated them by using words like keep it up, excellent, very good and good.

In addition to the above mentioned strategies:-

We had also: Tried to approach them as brotherly not as a teacher because most students have been afraid of their teacher. Successfully encourage low participant students by accepting answers mostly from them whether their answer is correct or incorrect. Gave them an issue for a debate, activity questions and select those low participant students to make a debate and to respond answers to activity questions. This was to make those students confidence full while tasking in front of the student and to increase their relationship with us and with those active students.

11. Conclusion: How could we evaluated our work?

Definitely, evaluation is very important to check the action whether it was successful or not. We used the following strategies to get feedback on the effectiveness of my work.

1. We involved our self in assessment activities of the students in their respective learning's. Following this observation, we found most of those interested while they tried to offer answers and ask different questions. Then, we recorded a day to day student's attitude change and their level of participation in the classroom.
2. We invited our staffs and friends to observe and evaluated the situation that present in the class room and also to record the level of students' participation in the lesson. They recorded their own observation and told us the real situation what they observed. From their own observation records: They noticed level of students' participation when we asked our students different restricted, activity and open-ended question. They told us the teaching-learning style that what we have used to improve the participation of my students was fantastic and smart.
3. We asked oral questions during explanation in normal class between sub topic and at the end of the lesson. Then, we observed the number of low participant students who raised their hands to respond the questions. From this, we concluded that, if we gave a chance and support to those passive students, they could be active participant in the class room.
4. We interviewed active students on how they evaluated my work. This could be manifested: When low participant or uninterested students ask and answer questions or not and also, make a group discussion and doing a presentation those active students would follow them attentively.
5. We invited our department heads to see our classroom and we asked them to give us comments on our work.
6. We conducted interview with the students about the situation happened after we started to teach them via new approach. What changes they acquired or develop, and they gave their responses to us.

12. Ethical consideration

In the study process, we followed all the research ethics verbal inform and consents through naming or referring usable data original place and author. And we tried our best to use authentic sources and perfect-unambiguous information's to make my research findings more reliable and credible.

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