

**AN ANALYSIS OF TEACHERS' QUESTIONS IN ENGLISH
CLASSROOM ACTIVITY BASED ON HOTS IN SMAN KOTA PADANG**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain
Strata One (S1) Degree*



**Rafika Ramadhani
15018038/2015**

Advisor:

**Dra. Yetti Zainil, MA., Ph.D
NIP. 196407311989032008**

**ENGLISH LANGUAGE AND LITERATURE
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2019**

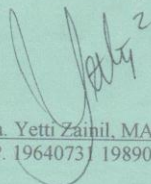
HALAMAN PERSETUJUAN SKRIPSI

Judul : An Analysis of Teachers' Questions in English Classroom Activity Based on HOTS in SMAN Kota Padang
Nama : Rafika Ramadhani
NIM : 15018038/2015
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, November 2019

Disetujui oleh:

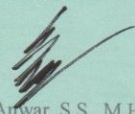
Pembimbing



Dra. Yetti Zainil, MA., Ph.D
NIP. 19640731 198903 2 008

Mengetahui:

Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Airwar, S.S., M.Hum., Ph.D
NIP. 19710525 199802 2 002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Rafika Ramadhani
NIM : 15018038/2015
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang
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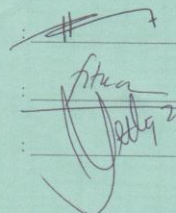
An Analysis of Teachers' Questions in English Classroom Activity Based on
HOTS in SMAN Kota Padang

Padang, November 2019

Tim Penguji

Tanda Tangan

1. Ketua : Dr. Ratmanida, M.Ed., TEFL
2. Sekretaris : Fitrawati, S.S., M.Pd
3. Anggota : Dr. Yetti Zainil, MA., Ph.D





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FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis. Air Tawar Barat. Kampus Selatan FBS UNP. Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertandatangan di bawah ini:


Nama : Rafika Ramadhani
NIM/TM : 15018038/2015
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

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Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra
Inggris


Desvalim Anwar, S.S., M.Hum., Ph.D.
NIP. 19710525 199802 2 002

Saya yang menyatakan,




Rafika Ramadhani
15018038/2015

ABSTRAK

Ramadhani, Rafika. 2019. An Analysis of Teachers' Questions in English Classroom Activity Based on HOTS in SMAN Kota Padang: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Dalam konteks pembelajaran bahasa Inggris, sebagian besar guru mengajukan pertanyaan untuk memeriksa pemahaman siswa dan merangsang rasa ingin tahu siswa terhadap materi yang diajarkan. Ada banyak jenis pertanyaan yang bisa ditanyakan oleh guru. Setiap pertanyaan memberikan pengaruh yang berbeda pada tingkatan berpikir siswa. Penelitian ini bertujuan untuk menganalisis jenis pertanyaan dan tingkatan pertanyaan yang sering kali diajukan oleh guru dalam kegiatan pembelajaran bahasa Inggris di SMAN Kota Padang. Penelitian ini adalah penelitian deskriptif kualitatif. Penelitian ini dilakukan dengan mengamati dan merekam kegiatan subjek tanpa mempengaruhinya dengan cara apa pun. Subjek penelitian ini adalah 12 guru dari 4 sekolah yang dipilih dengan menggunakan teknik random sampling. Teknik dalam mengumpulkan data menggunakan rekaman dari video observasi kegiatan kelas dan rekaman dari Stimulated Recall Interview (SRI). Hasil penelitian ini menunjukkan bahwa jenis pertanyaan yang paling sering diajukan oleh guru dalam kegiatan pembelajaran bahasa Inggris di SMAN Kota Padang adalah pertanyaan tampilan yang jawabannya telah diketahui oleh guru, dengan 575 pertanyaan (82,85% dari total pertanyaan). Kemudian, tingkatan pertanyaan yang umum diajukan oleh para guru dalam kegiatan pembelajaran bahasa Inggris di SMAN Kota Padang adalah kategori mengingat (C1), yang merupakan tingkatan terendah dalam ranah kognitif.

Kata kunci: Pertanyaan Guru, Jenis pertanyaan, Tingkatan pertanyaan, HOTS.

ABSTRACT

Ramadhani, Rafika. 2019. An Analysis of Teachers' Questions in English Classroom Activity Based on HOTS in SMAN Kota Padang: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

In EFL context mostly, teachers pose questions to check students' understanding and stimulate students' curiosity. There are many types of questions that can be asked by teachers. Each question gives a different influence on students' thinking levels. This research was intended to analyse the most types of questions asked by teachers in EFL classroom activity in SMAN Kota Padang. Also, the common levels of questions asked by teachers in EFL classroom activity in SMAN Kota Padang. This research is descriptive qualitative research. It involved observing and describing the behaviour of a subject without influencing it in any way. The subjects of this research were 12 teachers from 4 schools selected by using random sampling technique. The techniques of data collection were classroom observation-video recordings and stimulated recall interview (SRI) recordings. The findings of this research are the most type of questions asked by teachers in EFL classroom activity in SMAN Kota Padang is display question with 575 questions (82.85 % of the total questions). Thus, the common level of questions asked by teachers in EFL classroom activity in SMAN Kota Padang is remembering (C1) category, which is the lowest level of thinking in cognitive domain.

Key words: Teacher's Questions, Type of question, Level of question, HOTS.

ACKNOWLEDGEMENTS

First of all, the writer would like to say *Alhamdulillahirrabbi'l'amin*. All Praise be upon to *Allah Subhanahu Wata'ala*, the Lord of the Universe, with His uncountable blessing, mercy, and great guidance, that has given the writer good health and welfare to finish this thesis entitled ***“An Analysis of Teachers’ Questions in English Classroom Activity Based on HOTS in SMAN Kota Padang”*** as one of the requirements for obtaining Strata One (S1) degree at English Department, the Faculty of Languages and Arts, Universitas Negeri Padang. Also, *shalawat and salam* is delivered to the greatest leader for human beings, the prophet Muhammad *Sallahu ‘Alaihi Wasallam*.

Furthermore, in accomplishing this thesis, the writer has been assisted and guided by a number of great people. It is a great pleasure to convey an appreciation and gratitude to thank them in this acknowledgement.

Firstly, the writer would like to express her sincere gratitude to the honorable advisor, Dra. Yetti Zainil, MA., Ph.D. for her valuable assistance and inspiration to the completion of this thesis, also for her worthy advices, and motivation during the study in English Department.

Secondly, an abundance of appreciation is also addressed to the reviewers and examiners of this thesis, Dr. Ratmanida, M.Ed., TEFL and Fitrawati, S.S., M.Pd. Their ideas, criticisms, and constructive feedback have helped the accomplishment of this thesis.

Then, The writer also would express the gratitude to Desvalini Anwar, S.S, M.Hum, Ph.D. and Dr. Muhd. Al Hafizh, S.S., M.A. as the head and the secretary of the English Department, Universitas Negeri Padang. Moreover, the writer does not forget to express her thanks to the honorable academic advisor, Drs. Don Narius, M.Si. and all the lecturers and staff of English Department for sharing her precious knowledge and learning experience in college.

Finally, a deep thanks and gratitude are dedicated to the writer’s beloved parents: Ali Hasan Habib and Anis Wita. Also, her siblings, Ravina Rosalia and Rasya Rizkia, always give her countless love, send her powerful prayers, and also

give both mentally and financially support which helps the writer to finish her study. Great thanks are also addressed to all English teachers in SMAN Kota Padang, for their kindness, contributions, and sharing their precious knowledge and teaching experiences at schools.

Also, for writer's friends, Edrian Rahmawati, Halma Zakiyah, Rada Ayu Pareza, S.Pd., Elsy Fitri Yana, Desra Sanivo, Yola Afrilimanda, Fatihatus Saadah, Rahma Dini and Receh Squad for giving supports and valuable contributions.

The writer lastly would like to express her thanks to K2-2015 fellows for the unforgettable moment she had while studying in the English Department, also other graduation warriors for supporting each other while fighting for the final assignments.

Padang, November 2019

Rafika Ramadhani

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CHAPTER I

INTRODUCTION

This chapter will explain the background of why this research is being conducted and the purpose of the research. It will be divided into the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research question, purpose of the research, significance of the research, and definition of key terms.

A. Background of the problem

Curriculum 2013 has been implemented in almost all schools in Indonesia. Curriculum 2013 applies a scientific approach to the learning process (Suyanto, 2018). This scientific approach is convinced as a good approach to raising students' learning outcomes. Implementing the scientific approach helps students to construct concepts of knowledge, which they learn, on their own cognitive process. As Kurinasih (2014: 29) states that learning with scientific approach is a learning process that is designed to encourage students actively construct concepts through observation to identify or find problems, formulate problems, collect data with various techniques, analyze data, draw conclusions and communicate concepts that are found.

Moreover, Sarwanti (2016) states that there are some learning objectives with a scientific approach, as follow: to improve intellectual abilities, especially high-level thinking skills; to develop students' abilities in solving a problem

systematically; to achieve high learning outcomes; to train students in communicating ideas; to develop students' characters.

One of the main objectives of implementing a scientific approach is to improve intellectual abilities, especially high-level thinking skill of students. Students are expected to have critical thinking competencies such as higher-order thinking skills. According to Little, (as cited in Ong, Hart, & Chen, 2016), "lifelong learner is a person, who is able to take charge of one's own learning and actively engage in the learning process to generate questions, brainstorm ideas, solve problems, and construct meaning and knowledge." (p.1) so, here teachers' important role is to encourage students to have critical thinking during learning process.

In the EFL context mostly, teachers dominate classroom interaction by their talk, explanation, and even questions (Al-zahrani & Al-bargi, 2017). In addition, teachers frequently pose questions to check students' understanding, to stimulate students' curiosity, and also to encourage students to give either relative or complete answer. Hence, teacher questioning can be considered a useful way to encourage students' critical thinking. As stated by Ong, Hart, & Chen (2016), teacher questioning can be a useful and practical way to achieve the goal of developing lifelong learning skills among students. In addition, Wangru (2016) claims that questioning is one of the most frequent strategies used in classroom activity. He said that, it is a useful way for teachers to output information, to convey information and to obtain feedback from students.

Effective questioning in the classroom can encourage students to think critically. It can activate students' thoughts, stimulate their recognition and organize the class as well. Wangru (2016) noted that "More effective classroom questioning can encourage all students to think at higher cognitive levels." (p. 144). In addition, good questions can help students to improve their linguistic competence. Also, strategic questioning can stimulate students' imagination, and motivate them to search out new knowledge.

Furthermore, there are many types of questions that can be asked by teachers. Each question gives a different influence on students' thinking levels. Chin (2007) states that types of questions that teachers ask during classroom interaction influence the cognitive processes of students. Long & Sato (as cited in Cakir & Cengiz, 2016) states that there are two types of questions, which may be asked by teachers in classroom interaction, which are display/close-ended questions and referential/open-ended questions. Display questions obtain answers which are already known by teachers. These questions only check what students know and allow them to give a short answer. Also, these questions only demand a short response to low-level thinking. On the other hand, referential questions demand more thought and generate a longer response. These questions encourage students to give low-level response to high-level thinking.

According to Bloom's Taxonomy Revision, indicators that are used to measure lower or higher thinking skills include: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. In addition, Krathworl (2002) stated that analyzing, evaluating, and creating are indicators to measure high-level

thinking skills. He said that “HOTS is a thinking skill that not only requires the ability to remember, but also other higher capabilities include the ability to analyze, evaluate, and create.” So, it can be said remembering, understanding, and applying are the indicators to measure low-level thinking skills.

However, teachers commonly use remembering and understanding indicators in their learning activity. It is so rare to find teachers who use higher-level thinking skills indicators during a learning activity. Moreover, Al – Zahrani & Al – Bargi (2017) found that “...the most preferred question type were Yes/No questions. Although the schools were different in their teaching strategies due to one being private and the other being state school, there was not a significant difference in the schools’ use of Yes/No questions (36 out of a total 98 questions). The reason behind the high usage of Yes/No questions is because these questions are generally simpler and thus are more appropriate for use with low proficiency level students.” (p. 139) so, it can be said that it is hard to stimulate higher-order thinking skills to students. As the fact that they never get any kind of stimulation from their teacher to think critically. It is a very interesting issue to be explored.

There are several recent studies that had been conducted about teachers’ questioning. First, a study by Wangru (2016) with research on strategies of college English teachers classroom questioning. This study focuses on the teacher’s questioning strategies and the participation of students during classroom interaction. The result of this study is teachers not only need to pose good questions in class to stimulate students’ performance and their interaction but also conduct skillful questioning strategies to make their class lively and interesting.

Second, a study conducted by Yusoff (2018) about “Teacher’s knowledge of Higher Order Thinking and Questioning Skills: A Case Study at a Primary School in Terengganu, Malaysia”. This research is aimed to collect data on teachers understanding of the concepts of thinking and higher-order thinking skills. This study found that the teachers failed to explain clearly the concept of thinking and only half of the teachers practiced asking HOTS questions based on Bloom’s Taxonomy.

Third, the study conducted by Fitria, Syarif, and Refnaldi (2014) entitled “An Analysis of Reading Comprehension Questions in Textbooks “English Texts In Use And Look Ahead” for Senior High School Grade X. This study comparing the textbook to analyze reading comprehension questions in “English texts in the use and look ahead for senior high school grade X”. This study found that the forms of reading comprehension questions in the textbooks “English Texts in Use and Look Ahead” provided four forms of reading comprehension based on Widdowson theory. Then, the questions in wh-question forms as the simple forms of reading comprehension are more dominant in “Look Ahead” than in “English Texts in Use”.

However, the study about types and levels of questions that are asked by teachers in the EFL classroom in SMAN Kota Padang has not been explored yet. Therefore, it encourages researcher to do research about finding out types and levels of questions asked by teachers in EFL classroom in SMAN Kota Padang.

B. Identification of the problem

There are some problems that can be related with teacher questioning based on HOTS, which are the teacher's questioning strategies, how teachers use questions to stimulate student thinking and help students construct scientific knowledge, the level of teachers' knowledge about HOTS, the level of teachers' questioning skills, and types of questions that teachers ask to stimulate students' HOTS. This research is not going to conduct all of those related problems, but it is going to find out types of questions asked by teachers in EFL classroom.

C. Limitation of the problem

Based on the identification of the problem above, the problem is being limited to the main problem that is the types of questions asked by teachers in EFL classroom in SMAN Kota Padang. There are many types of questions that can be asked by teachers. Nevertheless, the questions have to be limited to HOTS questions which means it can stimulate students' high-order thinking skills in SMAN Kota Padang.

D. Formulation of the problem

Based on the limitation above, the research is formulated in this question:
“To what extent teachers apply HOTS questions in English classroom activity in SMAN Kota Padang?”

E. Research questions

The researcher formulates the research questions as follows:

1. What are the types of questions asked by teachers in the EFL classroom in SMAN Kota Padang?
2. What is the level of questions asked by teachers in the EFL classroom in SMAN Kota Padang?

F. Purpose of the research

Based on the research questions above, the purpose of this research is to find out types and levels of questions asked by teachers in the EFL classroom in SMAN Kota Padang.

G. Significance of the research

Theoretically, this research is expected to obtain information about the types of questions that can stimulate students' HOTS. This research can be beneficial for English teachers in SMAN Kota Padang in understanding types of questions that can engage the students to think in lower-level thinking and higher-level thinking. This research is also expected to encourage students to have critical thinking that applying by the teachers' questioning during EFL classroom activity.

H. Definition of key terms

1. Question is a sentence or phrase to find out information.
2. Questioning is an interrogative expression often used to test knowledge.
3. Higher-Order Thinking Skills is an ability to make judgments and arrive at a conclusion about information or ideas through rules or criteria (Bloom, 1956)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research aims to find out the type of questions mostly asked by teachers in EFL classroom activity in SMAN Kota Padang and the level of questions commonly asked by teachers in EFL classroom activity in SMAN Kota Padang.

From 12 teachers, 694 questions had been collected. From the total all questions, it was found that 575 questions were display questions, and 119 questions were referential questions. So, it means that 82.85 % of 694 questions were display (close-ended) questions, which was the type of questions mostly asked by teachers in EFL classroom activities.

Next, from all questions, it found that the common level of questions asked by teachers in EFL classroom activity is remembering (C1) with number 365 questions of 694 the total questions. Then, the levels of questions which were rarely asked by teachers in EFL classroom activity are applying (C3) with only 14 questions of 694 total questions and creating (C6) with only 20 questions of the total questions. So, it means that 52.59% of the total questions were the questions in remembering (C1) category, which found as the level of questions commonly asked by teachers in EFL classroom activities.

B. Suggestion

Based on the findings and the conclusion of the research, there are some suggestions offered. First, researcher hopes that the teachers could improve the types and the levels of questions which deliver to students in order to stimulate their critical thinking. For other researchers, it will be valuable to study the effects of delivering lower level of questions to students continuously in EFL classroom activity.

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