

**AN ANALYSIS OF TEACHERS' COMPETENCE IN  
CONSTRUCTING READING COMPREHENSION'S  
QUESTIONS**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirement to Obtain Bachelor of Education  
(B.Ed) in English Language Education Program*



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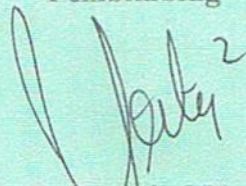
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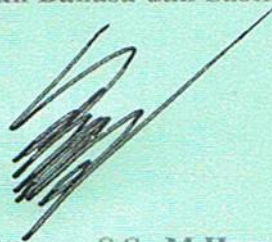


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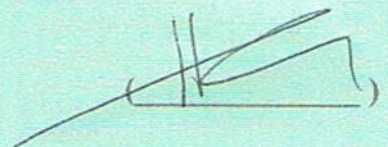
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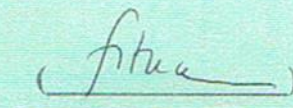
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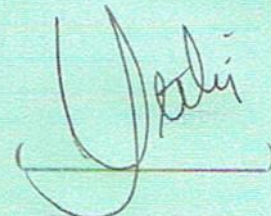
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Bertanya adalah salah satu keterampilan berpikir yang secara struktur tertanam dalam kemampuan berpikir dari berpikir kritis, kreatif, dan dalam memecahkan masalah. Oleh karena itu, pertanyaan dari guru dapat mendorong siswa untuk memiliki proses berpikir tingkat tinggi. Tujuan dari penelitian ini adalah untuk menganalisis kompetensi guru dalam menciptakan pertanyaan berdasarkan teks. Penelitian ini menggunakan metode penelitian kualitatif. Subjek dalam penelitian ini adalah 12 guru dari 4 SMA Negeri di Kota Padang yang dipilih dengan menggunakan teknik random sampling. Data dikumpulkan melalui tes dan wawancara (SRI). Hasil dari penelitian ini adalah sebagian besar guru menciptakan atau membuat pertanyaan kategori C2 yaitu Understanding yang termasuk kedalam tingkat berpikir rendah dalam kemampuan kognitif.

**Keywords:** Kurikulum 2013, Kompetensi Guru, tingkatan pertanyaan, HOTS.

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Questioning is one of the thinking processing skills which is structurally embedded in thinking operation of critical thinking, creative thinking, and problem solving. Therefore, teacher's questions may encourage students to have high level of thinking process. The purpose of this study is to analyze teacher competence in constructing reading comprehension questions as well as looking at the possible problems faced by teachers when creating high level of questions. This study employed qualitative research method. The subjects of this research are 12 teachers from 4 senior high schools in Padang selected by using random sampling technique. The data were collected through tests and stimulated recall interview (SRI). The findings of this research was that most teachers created understanding (C2) category questions which includes in lower level of thinking in cognitive domain.

**Keywords:** The curriculum 2013, teachers' competence, level of questions, HOTS.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter is going to explain about the background of the research. It will explain five points which included background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research question, and the purposes of the research and significance of the research.

#### **A. Background of the Problem**

Nowadays, education in all levels in Indonesia starting from elementary school to senior high school have applied curriculum 2013 which prioritizes the activity and creativity of a student or better known as the student centered. KEMENRISTEK DIKTI (2013) states that student centered is a learning method which is empowering students to be the center of the attention during the process of learning. MacHemer and Crawford (2007) states that student centered is one method of learning or teaching that puts the students as the center as learners. It means that students have to contribute themselves directly in the learning process.

The curriculum 2013 suggests that, learning in the classroom uses a scientific approach. The Ministry of Education and Culture (KEMENDIKBUD) states that there are five stages in the scientific approach. They are observing, questioning, associating, experimenting, and communicating. All of the five stages need high level of thinking processes. Schirripa and Steiner in Chin (2000) states that, questioning is one of the thinking processing skills which is structurally embedded in thinking operation of critical thinking, creative thinking,

and problem solving. It means that, teacher's questions may encourage students to have questions in their mind based on their thinking processes.

Anderson and Krathwohl (2001) classify thinking processes at 2 stages, those are LOTS and HOTS. In general, Anderson and Krathwohl (2001) state that LOTS is Low Order Thinking Skills which is a knowledge and understanding concerning the dimensions of thought processes by measuring factual, conceptual and procedural knowledge. Moreover, HOTS or better known as High order thinking skills is a high-level thinking ability that must be possessed by students. The cognitive level of the dimensions of the thought process in HOTS includes analyzing, evaluating and creating.

Based on the two ways of thinking skills that have been explained above, Anderson and Krathwohl (2001) state that questioning can be used by teachers to encourage students' high level thinking skill in learning process.

Furthermore, in order to encourage the students' high order thinking skill, teachers can do it by creating reading comprehension's questions. It support by Anderson and Krathwohl (2001) by implementing question-answer technique, teachers can investigate how understand the students do in getting the meaning from the text.

In addition, reading comprehension's questions play the important roles in encouraging students' knowledge and understanding. It support by Weaver in Nurman (2015) that state that reading comprehension is a process that involves readers' knowledge about language in predicting, questioning and summarizing the meaning in context.

Questioning can be done in written or oral form. For instance, in written form, teachers may test the students by giving them a passage which is followed by several questions. In order to know how their comprehension and their critical thinking about the passage are so that the questions of the passage should be able to encourage students' critical thinking (Tangsakul, 2017). One of the solutions to get students' knowledge deeply is by using higher levels of questions from the passage. An example of oral form is the interview test. As interviewer, the teachers may give the interviewee kinds of higher levels of questions to promote comprehension and build their critical thinking skills. Tofade (2013) argues that higher level of questions will stimulate students' higher levels of thinking in constructing responses.

However, it seems most of the teachers still have competences' problem in the learning process. One of the problem is pedagogical competence that involve teachers' ability in all aspect especially in designing and implementing learning.

As we know, teachers' pedagogical competence is clearly described in the Republic of Indonesia Government Regulation Number 19 Year 2005 concerning National Education Standards in the explanation Article 28, paragraph (3), point a, Pedagogic Competence is the ability to manage learners' learning, which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. That competence is expected to be possessed by the teacher as an educator. By

having that competence, the teachers are able to carry out learning process effectively.

Focusing on designing learning, constructing questions can be used as a tool to assess student's understanding, knowledge, comprehension, and critical thinking in order to implement the learning because questioning can stimulate students in the learning process. Chin (2002) states that questions can stimulate students to generate explanations for things that puzzle them and to propose solutions to the problems. By answering questions, it can indicate that students have been thinking about the ideas presented and have been trying to extend and link them with other things they know.

In fact, teachers seems not be able to create high level of questions in order to design the learning since the teachers' competence is still low. It is data from webpage *detik.com*([news.detik.com/ kolom/3741162/ mengkritisi-kompetensi-guru](http://news.detik.com/kolom/3741162/mengkritisi-kompetensi-guru)), the average of teacher competence in Indonesia in 2016 was only 44.5% which is far from the standard. It can be said that, teachers' competence in questioning specifically in creating high level of questions is still low.

Several studies on teacher competence in questioning have been investigated. A study that was done by Yuliawati and Mahmud (2016) about teacher' questioning and students' critical thinking in EFL classroom interaction shows that the teacher overuse the lower-order thinking levels questions. The percentages are (97.65%) use lower-order thinking levels questions and (2.35%) for high order thinking levels questions. It indicated that the roles of teacher's questioning only in the lower-order thinking of the students which could not

facilitate the student's critical thinking. Critical thinking was expected of students, but it did not automatically and quickly develop itself. This skill must be developed and it requires a great deal of effort on the part of teachers to help students learn to think critically. The participant of Yuliawati and Mahmud (2016) research was a male teacher of SMA Negeri 1 Tolitoli.

Another study was done by Arti and Hariyatmi (2015) about The Ability of Biology Teachers in Constructing test of HOT Question in SMA Negeri 1 WonosariKlaten. This study focuses on finding out the teachers' qualities in creating HOTS questions. The result of this study shows that teachers mostly create low levels of questions. The percentage are 78,8% create low order thinking levels and 21,2% for high order thinking level.

Although some researches on teachers' questions have been done, more studies need to be conducted to ascertain teacher pedagogical competence, especially English teachers. So far, the study focusing on teacher's competence in constructing reading comprehension questions is not found yet.

Therefore, in this research, the researcher will focus on how teachers at SMA N in Padang construct questions for functional text or reading comprehension in the learning process.

### **B. Identification of the Problem**

Related to the background of the problems mentioned above, there are some problems that can be related with teachers' competence, which are teachers' competence is still low especially in pedagogical competence, teachers' question

is important to stimulate student's comprehension, and how teachers can create or construct high level of questions instead of constructing low level of questions.

### **C. Limitation of the Problem**

As in the identification of the problem which is analyzing teachers' questions in learning English, this study will be limited and focused on English teacher pedagogical competence in creating reading comprehension of questions especially for higher levels of questions and the non linguistics aspect as problems that faced by teachers in creating high level of questions.

### **D. Formulation of the Problem**

Based on the focus of the limitation of the problem above, the formulation of the problem is English teacher pedagogical competence in creating higher levels of question.

### **E. Research Questions**

1. What the level of questions are constructed by the English teacher?
2. What the problems are faced by teachers in creating a higher level of questions?

### **F. Purposes of the Research**

Generally, the main purpose of this study is to describe teacher's pedagogical competence in creating a higher level of questions. Meanwhile the specific purposes are as follows:

1. To investigate the levels of questions constructed by English teachers.
2. To investigate English teachers' problems in constructing a high level of questions based on learning Taxonomy.

### **G. Significance of Research**

The result of the study is to give contribution to teachers or government both theoretically and practically. Theoretically, this study can give contribution to the enrichment of data and information about teachers' competence in creating questions, especially higher levels of questions. By knowing the data, the current government will know the appropriate step to take. Practically, the result of this research will be beneficial for English teachers in Padang, Sumatra Barat, as reflection of their performance in constructing questions for test. Therefore, it may help them to make good questions for test. To other researchers, they can use the result of the research as reference for further research.

### **H. Definition of Key Terms**

1. Questioning is an interrogative expression often used to test knowledge.
2. The level of question is levels of question difficulty that are based upon revised Bloom's Taxonomy theory (2001); remembering, understanding, applying, analyzing, evaluating, and creating.
3. Lower levels of question are those at remembering, understanding and applying levels of the taxonomy
4. Higher levels of question are those at analyzing, evaluating, and creating levels of the taxonomy.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings and discussion above, the common level of questions that are created by teachers in SMA N Kota Padang is understanding (C2) which were included in low-level category. Therefore, the teachers' competence in creating high level of questions is still low.

Furthermore, based on the finding it cannot be said that teachers do not have competence in creating questions at all. In fact, they have several considerations in creating questions, for instance: students' lack of vocabulary, students' language variety, students' class level, and students' questions understanding.

#### **B. Suggestion**

Based on the findings and the conclusion of the research, there are some suggestions offered. First, the researcher hopes that the teachers could improve the levels of questions that are created for students in order to stimulate their critical thinking. Second, researcher hopes teachers do not afraid anymore to create high level of questions. Finally, since this study already talked about teachers' competence in creating reading comprehension questions. The researcher suggests the next further researcher to focus on the other topic.

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