

An Analysis of Questions Used in English Textbook at SMA N 1 Padang Panjang

Thesis

This thesis is submitted as partial fulfillment of requirements to obtain Strata (S-1)



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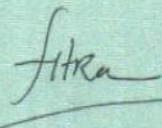
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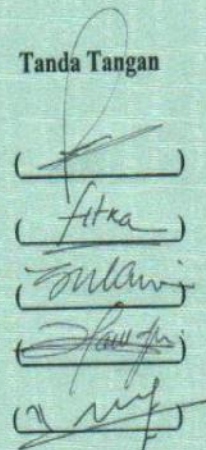
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ABSTRAK

Hayati, Siska. 2011. “An Analysis of Questions Used in English Textbook in SMA N 1 Padang Panjang“ *Thesis*. Padang. English Department. Faculty of Language and Arts. UNP.

Level pertanyaan yang beragam di dalam buku diperlukan karena beragam pertanyaan akan melatih siswa untuk berfikir secara kritis. Penelitian ini bertujuan untuk mengetahui level pertanyaan yang ada di dalam buku English Zone. Pada kenyataannya, pertanyaan yang ada di dalam buku tidak menyediakan pertanyaan-pertanyaan yang beragam.

Penelitian ini dilakukan dengan menggunakan metode analisis isi dimana peneliti menentukan sendiri instrument yang akan digunakan untuk mengumpulkan data. Instrumen yang digunakan adalah tabel checklist. Data berasal dari buku English Zone kelas X, XI, dan XII.

Berdasarkan penelitian, ada 5 level pertanyaan yang ada di dalam buku English Zone, yaitu *knowledge*, *comprehension*, *application*, *analysis* dan *synthesis*. Pertanyaan yang termasuk level *knowledge* memiliki persentase sebesar 42.9 %, *comprehension* sebesar 30.4 %, *application* sebesar 3.4%, *analysis* sebesar 21.4 % dan *synthesis* sebesar 1.5 %. Berdasarkan data tidak ditemukan pertanyaan di level *evaluative*.

Berdasarkan analisis data, pertanyaan yang termasuk kategori *analysis* dan *synthesis* masih jarang ditemukan bahkan tidak ditemukan pertanyaan di dalam level *evaluative*. Dimana ketiga level pertanyaan ini dibutuhkan siswa untuk melatih mereka dalam berfikir kritis.

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By saying “*Alhamdulillahirabbil ‘Alamin*”, the writer would like to express her praise to Allah SWT, who has given the writer chance, knowledge and strength in finishing this thesis entitled “An Analysis of Questions Used in English Textbook in SMA N 1 Padang Panjang”. She also sends *pray* along with greetings to the prophet Muhammad SAW, the last prophet and the greatest leader of human being.

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Padang, July 2012

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Questions play an important role in teaching and learning process. Through questions, teachers can get students' attention, know their knowledge and help them improving ideas and thoughts. Moreover, questions make students think that they are involved in the learning process. It helps them to focus on learning because the questions arise their curiosity. Questions can increase students' motivation in learning, express their ideas, build communicative situation in teaching and learning process and check students' comprehension about materials taught.

Questions that are usually given to the students not only come from the teacher but also can be found in textbook. Questions that exist in the textbooks are various. They are formulated in multiple choice, fill in, true-false and WH form. Besides, questions that are found in the textbooks are also different in types. The questions in the textbook are arranged with different difficulties. Different level of difficulties of questions is needed to determine students' knowledge and comprehension. Based on Bloom (1956: 63), there are several levels of questions. They are knowledge, comprehension, application, analysis, synthesis and evaluation.

The questions in each level need different strategy to answer them. The questions that include low level questions do not need much critical thinking rather than the high ones. The questions that are varied and challenging will make students motivated and interested in learning.

Based on the data which had been obtained from pre-observation to some books (*English Zone*, *Look Ahead* and *Informational English*) and based on interview to some English teachers, the level of questions that exist in textbook were still not provided various levels of question. They were still in low level questions. A lot of questions were asked around knowledge and comprehension. Meanwhile, the questions that include high level questions such as application, analysis, synthesis and evaluation are still in minimum used. Ideally, the students in senior high school level should get a lot of exercises in answering difficult question to improve their critical thinking. It is needed because they will face harder challenged in higher level of education. In the university level, they will face questions that include high level questions.

Brainerd (2004: 100) explains that higher-level questions, which mean the students are learning to think more critically and not just repeating literal information. When students are regularly asked questions at the higher levels, they develop a more positive self-concept. They realize that their opinion counts. Such questions encourage students to think deeply and

critically. Higher-level questions cause the students to connect their own background knowledge and experiences with what is being read, which leads to a deeper level of comprehension. Students need to think about what the author is really trying to say in order to truly comprehend. Repeating what the author says does not explain the meaning of the selection. Students learn that answers to questions are not always right there on the page. Sometimes they have to think about what they read and infer the answer. So it is important to train their critical thinking.

The critical thinking itself can be achieved by the students through giving them with various questions. If they have been accustomed to answer various questions since they are still in senior high school, automatically students can improve their critical thinking.

Based on the explanation above, the writer concludes that it is important to analyze the level of questions that are provided in English textbook. Therefore, the writer did a research to analyze the question used in English textbook in SMAN 1 Padang Panjang where the writer did her practice teaching.

B. Identification of the Problem

Based on the background of problem above, it can be identified that there are numbers of questions that provided in textbooks. Besides, the questions also provided by teachers. Questions that are given by teachers to students are sometimes effective and ineffective in learning process. The

questions that come from teachers also had some techniques in questioning process.

In addition the questions that occur in the textbooks are various. Not all questions exist in textbooks are in good questions. They are presents with different types such as fill in, wh-question, yes-no questions and true-false. They are made with different criteria and difficulties.

C. Limitation of the Problem

Based on the identification of the problem, there are a lot of problems related to the questions that are provided in English textbook. This research is limited in analyzing the questions that are provided in English textbook using taxonomy bloom in Padang Panjang.

D. Formulation of the problem

The problem of this research was formulated “What are level of questions used in English textbook in SMAN 1 Padang Panjang?”

E. Research Questions

In this research, there are questions that will be answered as follow:

1. What are level questions used in English textbook?
2. What level of questions are mostly used in English textbook?

F. Purpose of the Research

The purpose of the research is to know the levels of questions in English textbooks and to know level question that are mostly used in English textbook.

G. Significance of the Research

This research will contribute both theoretically and practically. Theoretically, this research will give knowledge to the teachers about questions and level of questions in textbook. Practically, this research is expected for teachers as consideration in choosing a good English textbook that will be used in learning process.

H. Definition of Key Terms

The terms that are used are:

1. **Analysis:** an identifying the questions that provided in English textbook
2. **Questions:** process of thinking that are expressed in form of answering and asking process
3. **Level :** graded difficulties of questions that begin from easy to difficult one (Kellogh: 2004)
4. **Taxonomy bloom:** levels of questions that are categorized into knowledge, comprehension, application, analysis, synthesis, and evaluation