

**AN ANALYSIS OF TEACHERS' QUESTIONS
IN TEACHING AND LEARNING PROCESS
(A STUDY AT SMA N 10 PADANG)**

Thesis

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



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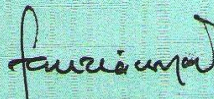
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ABSTRAK

Novriyana, Sisma. 2015. “**An Analysis of Teachers’ Questions in Teaching and Learning Process (A Study at SMA N 10 Padang).**” Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Tujuan penelitian ini adalah (1) mendeskripsikan tingkat pertanyaan guru dalam kegiatan pembelajaran bahasa Inggris di dalam kelas, (2) mengetahui tingkat pertanyaan yang paling sering digunakan oleh guru, (3) mengetahui faktor-faktor yang menyebabkan guru memilih untuk menggunakan tingkat pertanyaan tersebut. Penelitian ini adalah penelitian deskriptif. Objek dari penelitian ini adalah dua orang guru bahasa Inggris yang mengajar di SMA N 10 Padang. Data dikumpulkan melalui tiga instrumen yaitu *observation guidelines*, *video recording*, dan wawancara. Data yang diperoleh dari penelitian ini berupa pertanyaan-pertanyaan guru selama proses pembelajaran bahasa Inggris di dalam kelas. Data tersebut akan dideskripsikan berdasarkan *the revised Bloom’s taxonomy* yang dikembangkan oleh Anderson dan Krathwohl (2001). Dari penelitian ini ditemukan bahwa para guru lebih sering menggunakan *lower level questions* daripada *higher level questions*. *Lower level questions* adalah pertanyaan dengan tingkat rendah yang tidak mengharuskan siswa untuk berpikir lebih kritis dan kreatif; sedangkan *higher level questions* adalah pertanyaan dengan tingkat tinggi yang mengharuskan siswa untuk berpikir lebih dalam, kritis, dan kreatif dengan menggunakan berbagai pengetahuan atau ilmu yang telah diperoleh sebelumnya. Faktor-faktor yang menyebabkan guru lebih sering menggunakan *lower level questions* daripada *higher level questions* adalah kurangnya respon siswa saat *higher level question* digunakan dan singkatnya jam pelajaran bahasa Inggris yang tidak sebanding dengan banyaknya materi yang harus diberikan.

Kata kunci : *Teachers’ questions, the revised Bloom’s taxonomy, lower level questions, higher level questions*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

To be able to think critically is something that is expected from the high school students since it is one of educational objectives that has to be fulfilled. As Hamblen (1984) says that every educational objective includes the goals of critical thinking and problem solving through the development of analytical and evaluative skills. Critical thinking is a thinking skill that involves the processes of analyzing, assessing, and reconstructing some ideas to make a judgment or to solve a problem. This critical thinking can be stimulated by asking questions to the students. The appropriate questions given by teachers in teaching and learning process will stimulate students to think critically.

Richards and Lochart (1996:185) state that teachers' questions play a crucial role in language acquisition. The questions given by the teachers should stimulate, interest, and encourage the students to participate during the process of teaching and learning. Through asking questions, teachers help students to develop their lower and higher skills of thinking and to use their background knowledge to find the answer of questions given. The teachers can help the students to develop their skills of thinking by giving the questions that make the students think critically. The questions can be about problem solving that require students to *analyse, evaluate*, and so on.

Question is also very beneficial to help students learn necessary information or material. As Weimer (2011) states that when teachers ask question

or gather students' responses about certain topic, the teachers actually let the students get the important information. By asking questions, teachers play a role as mediator of knowledge where they transfer the knowledge to students through questioning. Through questions, the students will get information and learn about something new.

As the important benefit, Weimer (2011) also states that questioning can provide feedback. When teacher ask questions, the students will think and give respond. When the students try to respond, teachers can see how far the students understand the lesson and teachers can correct or help the students to correct their mistakes or something they have not really understood. Therefore, by asking questions, teachers can see students' comprehension and stimulate students' cognitive developments, especially if teachers can optimize their questioning technique during teaching and learning process.

The teachers do questioning in the classroom with the purpose to get a verbal response from the students and to encourage them to speak up in teaching and learning process. The right questions asked by the teachers will be able to motivate the students to speak up and be active during the lesson. Besides motivating students to speak up, questions are also able to stimulate students' thinking. The level of thinking stimulated depends on the type of question asked. In other words, if the teachers ask the low level question, the level of thinking stimulated will also in low level, and vice versa. Therefore, the teachers have to know the level of questions and be skillful in questioning in order to be able to stimulate students' thinking. They have to know the right questions to be asked since some questions like the questions with *remember*, *understand*, and *apply*

levels, require the use of memory only to answer them; while others, the questions with *analyse, evaluate, and create*, require critical thinking.

Therefore, to fulfill the goal of critical thinking, the teachers should use the high level of question since the low level of question is not able to stimulate the students' critical thinking. The teachers should ask the students by using the levels of questions like *analyse, evaluate, and create* since those questions are the high levels of questions which are able to make the students think critically. The high levels of questions will increase the students' curiosity about the material being learned. Therefore, the students will ask more actively to the teachers to satisfy their curiosity. Gradually, this situation will lead to the fulfillment of one of the recent curriculum' goals, that is to make the proportion of students' speech in the classroom is bigger than the teacher's speech, so that the teacher's speech will not dominate the classroom interaction.

However, based on the writer's observation, it is found that the English teachers in SMAN 10 Padang tend to ask questions in low level. The majority of questions asked by teachers are low-level questions that require students to focus on the memorization and recall of factual information rather than questions which foster deeper student understanding. It is widely believed that such questions limit students' critical thinking and deep understanding of the subject matter.

In conclusion, teachers' questions are an important tool in the teaching and learning process. Those questions will help students to acquire new language and stimulate their thinking skill; they also help the teachers to know how far the students understand what is being learned. Therefore, teachers' questions should stimulate the students' critical thinking and encourage them to participate during

the teaching and learning process. Through this research, the writer wants to analyze the levels of questions used by the English teachers in teaching and learning process based on the revised Bloom's taxonomy developed by Anderson and Krathwohl (2001). There are two dimensions in the revised Bloom's taxonomy. The first dimension is cognitive dimension which consists of six levels; they are *remember, understand, apply, analyse, evaluate, and create*. The second dimension is knowledge dimension which consists of four levels; they are *factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge*.

B. Identification of the Problem

Referring to the background of the problem above, the research on teachers' questions might be related to the students' motivation. The questions delivered by the teachers to their students may influence their motivation to speak up and to practice their English in the classroom. The right questions may be able to motivate the students, and vice versa, the inappropriate ones may lessen the students' motivation. Then, this topic also related to the teachers' skill. The skillful teachers may be able to deliver the right questions to the students that can stimulate their critical thinking successfully. However, the unskillful teachers will not be able to do the same as the skillful teachers.

C. Limitation of the Problem

This research was limited to the analysis of teachers' questions in the teaching and learning process at SMA N 10 Padang.

D. Formulation of the Problem

The problem in this research was formulated in this following question:
 “What are the levels of questions used by the teachers of English in teaching and learning process at SMA N 10 Padang?”

E. Research Questions

1. What are the levels of questions used by the teachers in the classroom?
2. What are the dominant levels of questions used by the teachers during the lesson?
3. Why do the teachers tend to use the particular levels of questions?

F. Purpose of the Research

The purposes of this research are:

1. To identify the levels of questions used by the teachers in the classroom
2. To find out the dominant levels of questions used by the teachers during the lesson
3. To find out the teachers reasons’ in choosing the particular levels of questions

G. Significance of the Research

This research is theoretically can give contribution and information about the teachers’ questions in the teaching and learning process in the classroom. This study can help in giving a reference to those who want to conduct a research in English teaching. Therefore, they can get more input and information about teachers’ questions.

Moreover, the finding of this research practically can be learned by the people as the parameter to teach English in the classroom. Practically, this study has significance for the teachers and the students. For the teachers, this research's result can be used as a guide or reflection for their performance, so that they can improve their performance in the teaching and learning process in the classroom. For the students, this research's result can give information related to their activities in the classroom. Hopefully, the description of the teachers' questions in the teaching and learning process in the classroom can give a valuable input to improve the quality of language teaching and learning.

H. Definition of Key Terms

- 1. Teachers' questions:** questions asked by the teachers to their students during the teaching and learning process
- 2. The question's cognitive level:** the process of thinking involved in answering the question
- 3. Teaching and learning process:** the process of giving and receiving the knowledge from the teacher to the students that mostly happening in the classroom setting