CHAPTER 1

INTRODUCTION

This chapter presents the discussion on the background of the study, research question, purpose of the study, scope of the study, and significance of the study.

1.1 Background of the Study

The development of students' critical thinking is an essential educational priority (APA Delphi Consensus Report, 1990). The report result in the movement to infuse the K-12 and post-secondary curricula with critical thinking had gained remarkable momentum, developing learners' critical thinking as part of educational aims across the world (Ab Kadir, 2010). Regarding those importance of critical thinking, Indonesia developed the curriculum 2013 which result in productive, creative, inovative, affective individuals through integrated reinforcement in attitude, skill, and knowledge (UU No. 20, 2003).

The Ministry of Education in the press workshop titled 'Curriculum 2013 Implementation' on January 2014 also stated the reason for curriculum development is to reach future competence: critical skill. The students require to develop a concrete reasoning when they're making a decision. The output is the students are able to do problem-solving issue. Brookhart (2010, p.3) argues that if teachers think of higher-order thinking as problem solving they can set lesson goals to teach students how to identify and solve problems at

school and in life. This involves not just solving problems set by the teacher but solving new problems that they define themselves, creating something new as the solution.

Limbach and Waugh (2010, p.2) stated that there are five steps for the high order thinking skill development; determine learning objectives, teach through questioning, practice before assessment, review-refine-improve, and provide feedback and assessment of learning. According to Paul and Elder (2009, cited in Judith, 2015) questions are what stimulates the thinking process. Harvey (2000 as cited in Syarifah Rahmah, 2017) has argued that questioning strategy is most effective when it allows students to become fully involved in the learning process. Walsh (2011, cited in Nur Anisah, 2019) defined questioning strategy into a strategies used by teachers to get learners to respond that typically entail asking questions.

High order thinking skill can be stimulated by using Bloom Taxonomy revised by Anderson and Krathwohl (2001). The stages are remembering, understanding, applying, analyzing, evaluating, and creating. HOTs stages are analyzing, evaluating, and creating. Those stages focus on critical thinking, logical thinking, reflective thinking, metacognitive, and creative thinking. Furthermore, it refers to the ability to applying knowledge, skills, and values in reasoning, reflection, problem-solving, decision making, innovating and creating something new.

These problems leads some researchers to conduct a study about the teachers' questioning strategies in teaching learning activity. The finding of

a study by Divya Shukla (2016, p.217) revealed that the teachers' professional components such as designation, teaching experience, and qualification are significantly correlated with strategies used for imparting higher order thinking skills. While a reserach by Judith (2015, p. 39) said that questions that are limited to asking students to recall information obstruct the promotion of higher order, critical thinking that is necessary for students to be successful in life. Teaching students how to think about their thinking, or metacognition, can lead the students to deeper understanding.

In conclusion, the research in teachers' questioning strategies is not sufficient. In this research tries to seek to what kind of question mostly stated by the teacher and how they propose those question with a specific purpose. Then, classify the phenomenon of questioning strategies into the level of thinking. The purpose is exploring teachers' questioning strategies and the level of thinking represented on it. The observation will be conducted in SMKN 26 Jakarta. The sample will be taken from English language classroom.

1.2 Research Question

The research questions of this skripsi are:

1. What type of questioning strategies are used by the teacher at SMKN 26 Jakarta?
2. What levels of thinking skills are 7 questioning strategies adressed to?

1.3 Purpose of The Study

The purposes of this skripsi are:

1. To explore questioning strategies are used by the teacher at SMKN 26 Jakarta.
2. To analyze the level of thinking skills which which is mostly represented in the questioning strategies.

1.4 Scope of The Study

The research are focusing on investigating the teachers' questioning strategies and the level of thinking that represented in the teachers' questioning strategy. From 7 strategies proposed by Wragg and Brown (2001), what kind of strategy that the teacher used for eliciting students detail answer. The subject is limited to only English language classroom contains one English subject teacher and around 40 students. The object is limited on the question stated by the teacher.

1.5 Significance of the Study

This research is expected to enrich the the research findings in teachers' questioning strategy, since a research about teachers' question is not sufficient. The result of this study can be an useful for the teacher to understand how to construct a question for the student regarding to elicit more specific and detail answer. The research will be an useful input for the teacher to elicit a critical question in regard to Langkah Penguatan Proses Curriculum 2013 of Wamendikbud explanation (2014. P.48) in emphasize a question that

requires more deep thinking. This study also can invite more research in teachers' questioning strategies.