

CHAPTER I

INTRODUCTION

1.1 Background

Teaching and learning in English language classroom involved interaction from teacher to achieve learning objective. Van Lier (1988) divided 4 types of classroom interaction: 1) the teacher has no control over the topic and the activity, 2) the teacher controls the topic but not the activity, 3) the teacher controls the topic and the activity, and 4) the teacher controls activity but not the topic. The way of teacher's interaction in classroom is different one to another. In teaching-learning process, teachers not only explain about learning topic, but also give some questions related to the topic. The question will help the teacher to give better explanation about the topic.

In recent years, question have played important role in teaching English. Question have long been used as a teaching tool by teachers and preceptors to assess student's knowledge, promote comprehension, and stimulate critical thinking (Tofade, 2013). In order to fulfill the roles, teachers ask some questions to ensure students' understanding toward learning material.

In general, teachers use questioning activity to all level of school, so there is interaction at classroom in which students can be actively involved in teaching-learning process. Toni and Parse (2013) stated that question can be asked for the

purpose of directing the students to the target, providing them to think at high level and effectively by directing them to questioning.

One of strategies to increase students' skill in English are teachers need to engage students' thinking through questioning. Bloom (1956, as cited in Brown, 2007) divided questioning form in cognitive level into 2 group: lower order question and high order question. Lower order question contains: knowledge, comprehension, and application. While high order question contains: analysis, synthesis, and evaluating.

Many researches have conducted to look at the relative effect between questioning strategies into student outcome through higher cognitive questions and lower cognitive questions. Arman & Farzad's (2013) studied on teacher questions used cognitive domain in Bloom taxonomy found from 322 question were raised by the teacher, Comprehension question types ranked 72 in the total number of 322 and 22.2 % percent of frequency. Application, evaluation, knowledge and analysis questions ranked second, third, fourth and fifth respectively. Synthesis questions were found to be the least posed questions in our study of classroom teacher questioning. This shows that the quality of teacher questions used in classroom is still low in term of cognitive level of thinking.

Also, Permendikbud No. 65 tahun 2013 about Standar Proses, said that:

“Sesuai dengan Standar Kompetensi Lulusan, sasaran pembelajaran mencakup pengembangan ranah sikap, pengetahuan, dan keterampilan yang dielaborasi untuk setiap satuan pendidikan. Ketiga ranah kompetensi tersebut memiliki lintasan perolehan (proses psikologis) yang berbeda. Sikap diperoleh melalui aktivitas menerima, menjalankan, menghargai,

menghayati, dan mengamalkan. Pengetahuan diperoleh melalui aktivitas-aktivitas mengingat, memahami, menerapkan, menganalisis, mengevaluasi, mencipta.”

Based on that policy, teachers should ask questions that contain all six cognitive domains, so learning objectives can be achieved.

Question that teacher used must be sufficiently clear so that the learning is easy to understand by students. But not all questions that teacher ask is good. Some teachers only use 3 stages in low order question, while the other 3 stages in high order question rarely used by teachers in learning and teaching process. Therefore, researcher are interest to involve in research about how teacher used the question related to student’s thinking skill especially in learning and teaching process.

1.2 Focus and Sub Focus of the Study

The study focused on the use of English teacher questions in learning and teaching process at English classroom. The question categorized into 6 (six) cognitive domain of revised Bloom’s taxonomy in learning and teaching process.

1.3 Research Question

Based on the explanation above, the research identified problem concerned on teacher’s questions used by English teacher in the classroom. The research question is:

What kind of questions that teacher's used in learning and teaching process related to cognitive domain of revised Bloom's taxonomy?

1.4 Purpose of The Study

The purposes of the study are to investigate what kind of questions that teacher's used in learning and teaching process related to cognitive domain of revised Bloom's taxonomy.

1.5 Significant of the Study

The result of this study is significant for research and teachers. For teachers, the result of the study will give more information how the questions were facilitated in classroom interaction and how to use of question to stimulate student's thinking skill. For researcher, the result of the study will be used as reference to gain more experience in understanding about English teaching and learning, especially about teacher questions related to Bloom taxonomy in English classroom.

CHAPTER II

LITERATURE REVIEW

This chapter discussed the literature review which described the concept of teacher questions and teacher questions related to learner's thinking skill.

2.1 Teacher's Question

Question is a sentence, phrase, or word that asked for information or is used to test someone's knowledge (Merriam Webster Online Dictionary, 2015). Dealing with question used by teacher in classroom, teachers questions are defined as instructional cues or stimuli that convey to learners the content elements to be learned and directions for what they are to do and how they are to do it (Cotton, 1989). Also, Nunan and Lamb (1996) suggest that teacher used questions "to elicit information, to check understanding, and also to control behavior".

The most effective teachers establish and maintain highly interactive classrooms—classrooms characterized by student-student and teacher-student dialogue rather than simply teacher talk (Cruickshank, Jenkins, Metcalf, 2006). Cruickshank (2006) also stated effective questions require students *to actively process information and compose answer*. Good questions increase students' engagement, raise the level of thought, help

students organize their thoughts, guide students more successfully through academic tasks, and allow the teacher to monitor understanding and provide feedback.

2.2 Thinking Skills

David Sousa (2006) described that thinking includes skills of people to develop concepts, use words, solves problem, abstract and anticipate for the future. Other aspects of thinking include learning, memory, creativity, communication, logic, and generalization. These aspects of thinking will determine the success or failure of our interactions with our environment.

The teaching of thinking skills requires open-mindedness on the part of those that teach students (Moore, 2006). One of the strategies is through questions. There are three types of thinking questions which involve different level of thinking. First, questions which require students to simply refer to a listing of people have in their long term memory. It could be recalling or recognizing. Second, questions which require people to recall firstly what they have stored in their long term memory, and separate the items into lists, then analyze the items to determine the answer. Third, questions which require retrieval and processing of large amounts of information (Goldberg, 2001; Jausovec, 2000)

In English Language Learning, students use their thinking skill more to solve problems for themselves rather than just waiting to be told the answers. There two

categories related to dimensions of thinking taught toward questions used by teacher. The categories are convergent and divergent. Moore (2006) further explained through his book about convergent and divergent. Convergent questions allow for only a few right responses. Convergent question not offering many option. This kind of questions regarding concentrate facts that have been learned and committed to memory. Convergent questions may also require students to recall and integrate or analyze information for determining *one expected correct* answer. Because the responses available to students are limited, such as yes/no and true/false questions would also be classified as convergent. Convergent questions may also require students to recall and integrate or analyze information for determining *one expected correct* answer.

While, divergent questions allow for many correct responses. This kind of questions should be used frequently because they encourage broader responses and, therefore, are more likely to engage students in the learning process. Divergent questions prompt learners to identify or generate several potential answer-any of which might accurate. Rather that focus on the single correct answer, as in the convergent questions, learners must expand on or diverge from the initial facts to generate the answer.

2.3 Bloom Taxonomy in Cognitive Domain

The quality of student's answer was depended on teacher's question. Good questions might lead student's thinking into high level, while bad question might

confused them. As Moore (2005) stated that question is an important part of the teaching-learning process because it enables teachers and students to establish what is already know, to use and extend this knowledge, and then to develop new ideas. Questioning is important to developing reflective and metacognitive thinking (p. 238).

Question made by teacher could be separated into 2 criteria: *low order question* and *high order question*. A *low order question* is one that requires the student to simply recall a single fact, while a *high order question* asks the students to recall facts but show that they comprehend the topic, situation or solution to a stated problem. A *high order question* will require that student understand the relationship between a fact or a piece of knowledge within the greater context of the situation.

Kathleen Cotton (2000) stated that research on the relationship between the cognitive level of teachers' questions and the achievement of their students has proved frustrating to many in the field of education, because it has not produced definitive results. Quite a number of research studies have found higher cognitive questions superior to lower ones, many have found the opposite, and still others have found no difference. The same is true of research examining the relationship between the cognitive level of teachers' questions and the cognitive level of students' responses. Cotton also found on the average, during classroom recitations, approximately 60 percent of the questions asked are lower cognitive questions, 20 percent are higher cognitive questions, and 20 percent are procedural.

Teacher should also consider the level of the question before teaching in class. Most teacher referred to Bloom's Taxonomy on cognitive domain for assistance in the information and understanding of various thinking levels. The original taxonomy provide by Benjamin S. Bloom (1956) was developed categories into 6 cognitive domain: knowledge, comprehension, application, analysis, synthesis and evaluation. The categories were ordered from simple to complex and from concrete to abstract. Further, the original taxonomy represented a cumulative hierarchy, so mastery of each simpler category was prerequisite to mastery of the next more complex one.

Knowledge allowed students to remember or retrieve previously learned material. Verbs that related to knowledge category were know, identify, relate, list, define, recall, memorize, repeat, record, name, recognize, or acquire. Comprehension was the ability to grasp or construct meaning from material. Verbs that related to comprehension category were restate, locate, report, recognize, explain, express, identify, discuss, describe, review, infer, illustrate, interpret, draw, represent, differentiate, or conclude. Application was the ability to use learned material, or to implement material in new and concrete situation. Verbs that related to application category were apply, relate, develop, translate, use, operate, organize, employ, restructure, interpret, demonstrate, practice, calculate, show, exhibit, dramatize. Analysis was the ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Verbs that related to analysis category were analyze, compare, probe, inquire, examine, contrast,

categorize, contrast, investigate, detect, survey, classify, deduce, experiment, discover, inspect, discriminate, or separate. Synthesis was the ability to put parts together to form a coherent or unique new whole. Verbs that related to synthesis category were compose, produce, design, assemble, create, prepare, predict, modify, tell, plan, invent, formulate, collect, set up, generalize, document, combine, propose, develop, arrange, construct, originate, derive, write, or propose. Last, evaluation was the ability to judge, check, and even critique the value of material for given purpose. Verbs that related to evaluation category were judge, assess, evaluate, conclude, measure, argue, rate, select, estimate, validate, consider, apprise, value, or infer.

Anderson and Krathwohl (2001) revised the original taxonomy by Bloom. The names of six category of Bloom's taxonomy in cognitive domain were changed from *noun* to *verb*. Those categories in revised Bloom's taxonomy were remembering, understanding, applying, analyzing, evaluating and creating. The knowledge category was renamed with word *remembering* and comprehension and synthesis were retitled to *understanding* and *creating*. Synthesis and evaluation was replace with evaluation (evaluating in revised taxonomy) first then synthesis (creating in revised taxonomy) were in last place. This change has purpose to be better reflect the nature of the thinking of define in each category.

Remembering, which is the act of recalling information, is considered the lowest order of cognitive processing. Remembering is when memory is used to produce definitions, facts, or lists, or recites or retrieves material.

Questions aimed at getting a learner's understanding of the material. Questions that asked in understanding level is provide examples, classify items, summarize information, or draw interferences.

Application questions required the learner to execute a procedure or process, mental or physical, to an unfamiliar situation or circumstance. Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations.

Analysis requires the learner to break down the material into constituent parts and determine the inter-relationship among them. Analysis questions may ask the learner to organize elements within a structure, distinguish relevant from irrelevant information, or deconstruct underlying values and biases.

Evaluation requires formulating judgments based on standards or existing criteria. Evaluating questions require the learner to critique a work or product, determine the appropriateness of a process or product for given problem or examine the inconsistencies in a theory.

Finally, creating question might require learners to put parts together in a new way or synthesize parts into something new and different a new form or product, like putting elements together to form a coherent or functional whole or reorganizing elements into a new pattern or structure through generating, planning or producing.

Moore (2005) stated that analysis, synthesis and evaluation as high order question might consider as tools to improve students critical thinking. Christina Vogt (2003) also stated that high order thinking might be used to develop critical thinking, expose new relationships or stimulate students to develop more critical thinking.

Qatipi (2011) explained questions that get responses in the knowledge, comprehension, and application domains are frequently considered lower-order questions, while questions in the analysis, synthesis, and evaluation domains are considered higher-order question. Higher-order question might get responses deeper and critical thinking. This does not mean that lower-order questions should not be asked. It is appropriate to ask questions to address all cognitive domain as long as the desired learning outcome is kept in mind and a good mix of questions is used during lesson.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the research methodology that used to analyze the question using by teachers.

3.1. Purpose of the Study

The purpose of this study was to investigate the kinds question used by teacher in learning and teaching process related to cognitive domain of revised Bloom's taxonomy.

3.2. Design of the Study

This study used qualitative research which means that the procedures findings not arrived at by statistical procedures or other means of quantification (Strauss & Corbin, 1998). The qualitative research that was applied in this study was content analysis. Krippendorff (2004) stated that content analysis is used not restrict themselves to summarizing surface features of message but should instead interpret the meaning content. It used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of text and to quantify this presence in an objective manner. Text can be broadly as books, book chapters, essay, interviews,

discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversations, or really any occurrence of communication language. This study used content analysis as the research methodology to find depth description data toward the question that teacher used in classroom interaction.

3.3. Scope of the Study

This study focused on the questions used by teacher in learning and teaching process related to student's thinking skill in cognitive domain of revised Bloom's taxonomy. The study was observed and analyzed in classroom interaction at SMP Muhammadiyah 16 grade 8th.

3.4. Time and Place of the Study

This study was conducted in SMP Muhammadiyah 16 which is located in Jalan Kramat Sawah Baru J. 254, Paseban, Jakarta Pusat. This research was conducted from March to July 2015.

3.5. Data and Data Source

The data of this study was teacher's questions taken 5 times of classroom observation from students in grade 8th in SMP Muhammadiyah 16. The data source were 1 teacher and 19 students from grade 8th.

3.6. Research Procedure

The following procedures used in conducting the research:

1) Observing/Recording

This study observed teacher questions by recording during classroom activities.

2) Interviewing

Researcher interviewed the teacher in the end of learning and teaching process.

3) Transcribing

Researcher transcribed the teacher questions recording during classroom activities and teacher's interview manually.

4) Classifying

The teacher questions classified into six cognitive dimension referred by Bloom Taxonomy.

5) Analyzing

The classified teacher questions analyzed on their utterances occur in sentences to the context of their use.

6) Concluding

The conclusion made by the result.

3.7. Data Collection Procedure

The following steps used in collecting the necessary data:

- 1) Researcher choosed1 class of 8th in SMP Muhammadiyah 16 as object of study.
- 2) Researcher observed and recorded the questions that teacher used during the teaching and learning process.
- 3) Researcher interviewed the teacher to validate the data collected from classroom observation.

3.8. Data Analysis Procedure

The data analysis in this study used a checklist table and these are steps of analyze the data:

- 1) Researcher transcribed the video of interaction in classroom.
- 2) Researcher transcribed the video of teacher's interview.
- 3) Researcher reduced the transcription and picked questions that teacher used in classroom interaction. (*Table 1*)
- 4) Researcher categorized the teachers' questions based on types of questions related to thinking skills by Moore. (*Table 2*)

- 5) Researcher categorized the teachers' questions based on cognitive domain of revised Bloom Taxonomy. (*Table 3*)
- 6) Researcher drew the finding and the conclusion.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter researcher provided the finding and the discussion of analysis of the English teacher's question related to student's thinking skill in the concept of revised bloom's taxonomy in learning and teaching process. This chapter is organized based on the question in research question:

What kind of questions that teacher's used in learning and teaching process related to cognitive domain of revised Bloom's taxonomy?

1.1. Findings

This study conducted in Junior High School Muhammadiyah 16. Researcher investigated 1 class of grade VIII which contain 19 students (9 males and 10 females) and 1 English teacher. In this class, English lesson was taught 2 times a week, Tuesday and Wednesday. This study established 5 times of observation and 1 day interview the teacher. The teacher tried to communicate both in English and Bahasa Indonesia, but mostly in Bahasa Indonesia. Teacher stimulated student's thinking skill by asking a lot of questions. There were 92 question asked by teacher in total 5 observations. The teacher used questions in whole of learning session in classroom with different types

of question and level of thinking related to revised bloom's taxonomy. Researcher provides a chart to make the data clearer.

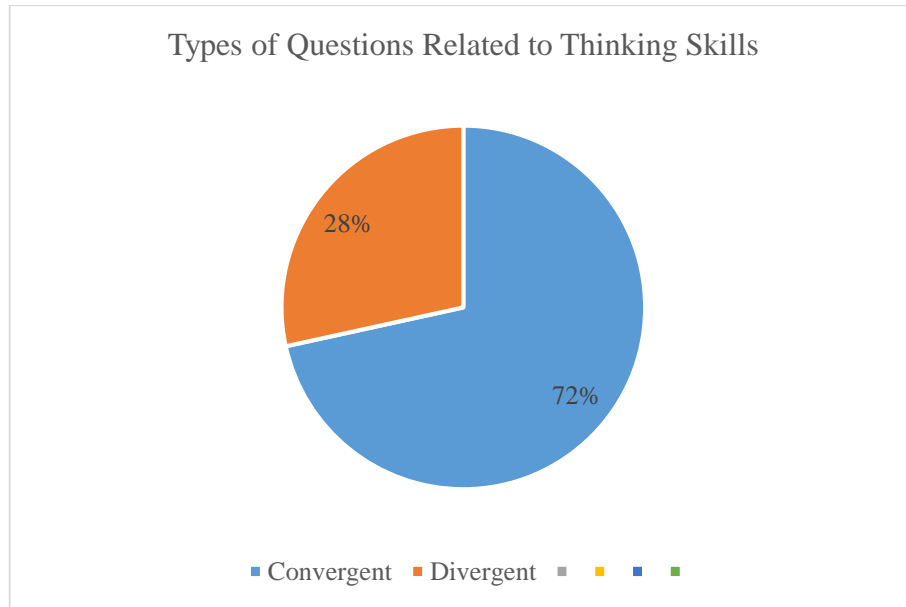


Chart 1. Percentage of teacher's questions in total

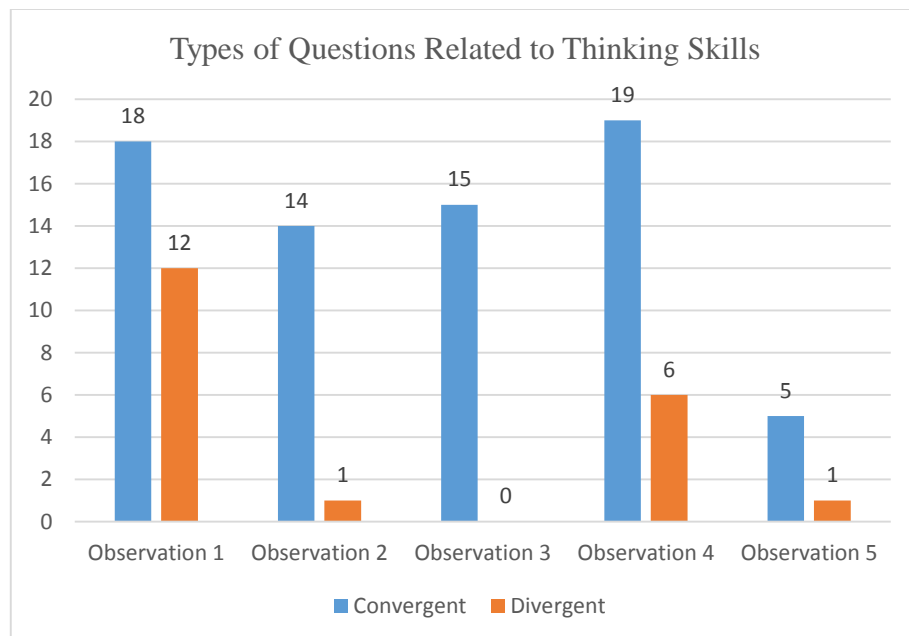


Chart 2. Percentage of teacher's questions in total

This study found teacher used 72% of questions in convergent level and 28% of questions in divergent level through learning English in classroom.

Convergent is a simple question which allows learners only to recall or recognize their simple words from what they have read or have been taught by teacher. While, divergent question is an essential question which allow learner to manipulate the information from what they have read or have been taught by teacher and supported with logical and reasonable evidence or fact.

Convergent question is question that teacher frequently used in classroom interaction. In observation 1, teacher used 18 question in convergent level and 12 question used in divergent level. In observation 2 and 3, there a big different in questions used by teacher. 14 questions used in convergent level and only 1 question used in divergent level at observation 2, while in observation 3 teacher used all questions in convergent level and none in divergent level. In observation 4, teacher used 19 questions in convergent level and 6 questions in divergent level. Then, in observation 5 teacher used 5 questions in convergent level and 1 question in divergent level.

Researcher also provides a chart show teacher's question related to learner's thinking skills used revised Bloom's taxonomy as analysis tool. The charts below will show one domain of Bloom taxonomy which is cognitive process domain. There are 6 levels of cognitive domain in revised Bloom's Taxonomy which are remembering, understanding, applying, analyzing, evaluating and creating. There are 2 charts shows

the general figure of all observations and 6 charts to give picture from each observations.

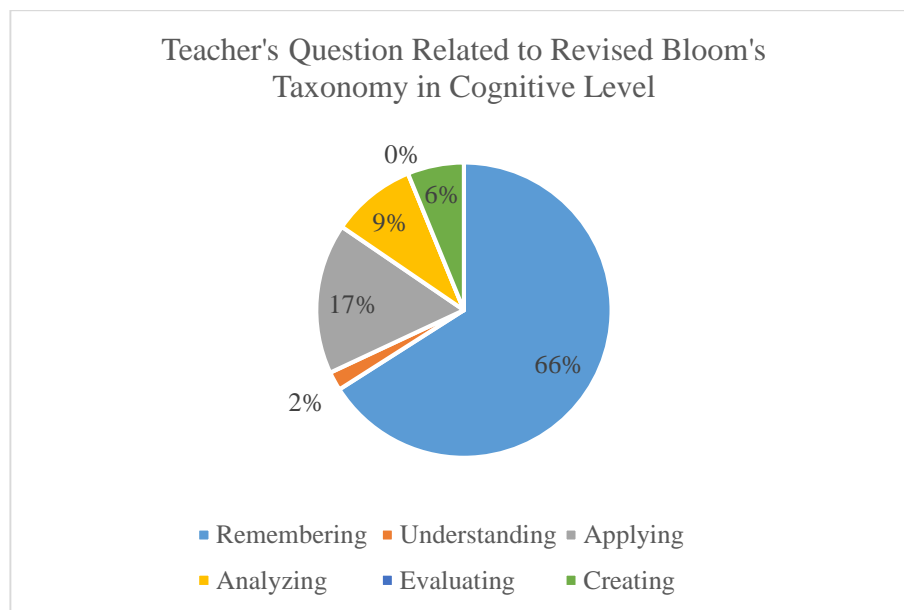


Chart 3. Percentage of teacher questions in total

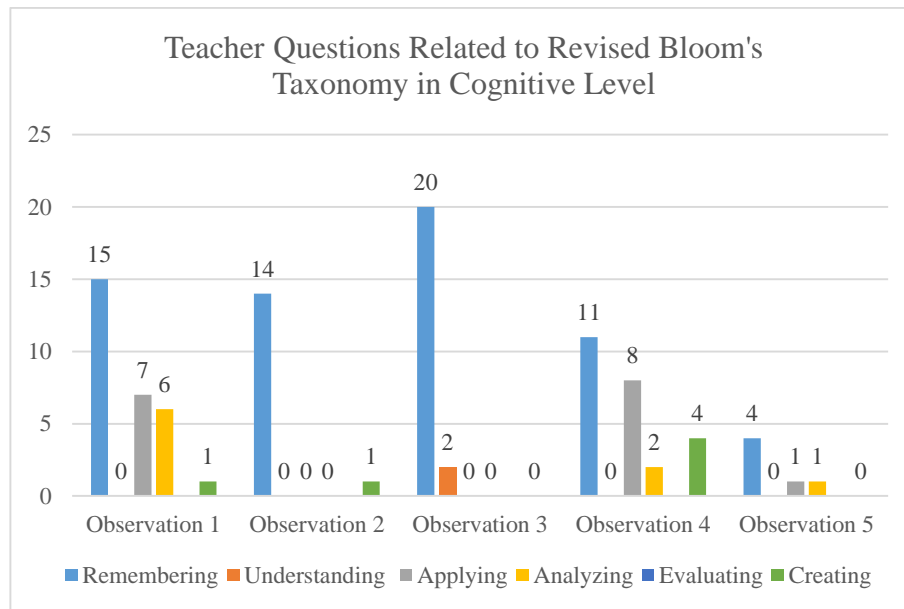


Chart 4. Percentage of teacher questions in total

Two charts above showed that 67% questions used by teacher are on remembering level, 2 % on understanding level, 16 % on application level, 9 % on analyzing level, 0% on evaluating level and 6 % on creating level. 64 questions are on remembering level, 2 questions on understanding level, 16 questions on applying level, 9 questions on analyzing level, no questions on evaluating level and 6 questions on creating level. Questions in remembering level are bigger than understanding level about 65%. While questions in applying and analyzing level has no significant difference, only 8%. None of question was on evaluating level, but in creating level it was 6% questions.

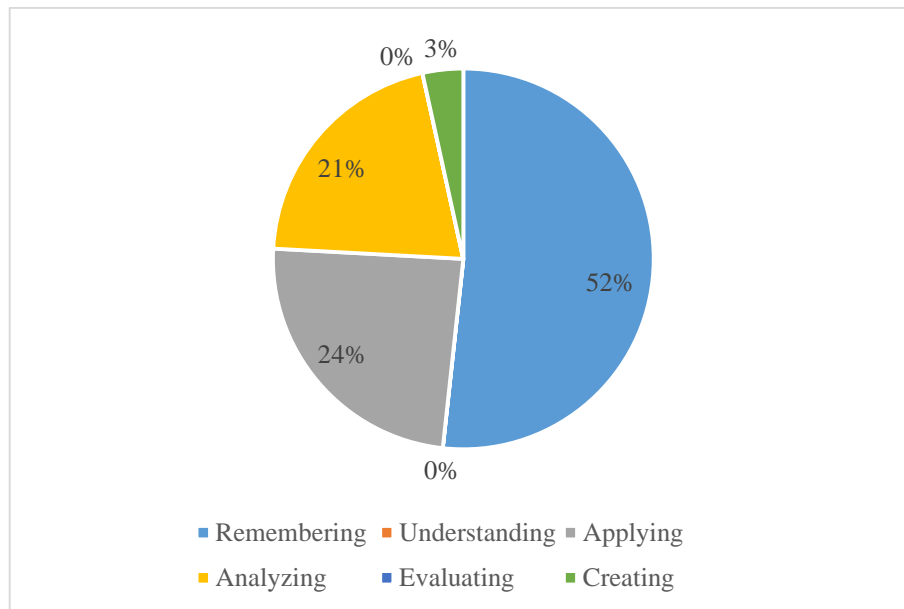


Chart 5. Percentage of teacher questions at first observation

In the first observation, there are 29 questions used by teacher during learning and teaching process in the classroom. 15 questions or 53% questions are on remembering level. None question asked by teacher in comprehension level. Application and analysis level have significant difference, 7 questions or 25% questions on application level and 6 questions or 18% questions on analysis level. None question asked in evaluation level but there was 1 question asked in creating level.

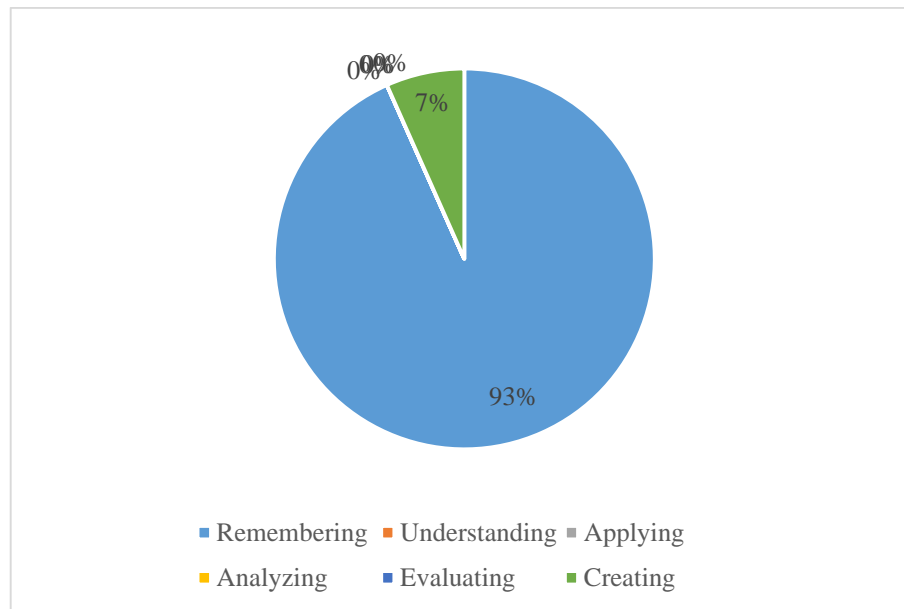


Chart 6. Percentage of teacher questions at second observation

In the second observation, there are a big different than first observation. 15 questions used by teacher during learning and teaching process in the classroom. 14 questions or 93% questions are on remembering level. In contrast, only 1 questions or 6% questions on creating level. There are none question asked by teacher on understanding, applying, analyzing, and evaluating level.

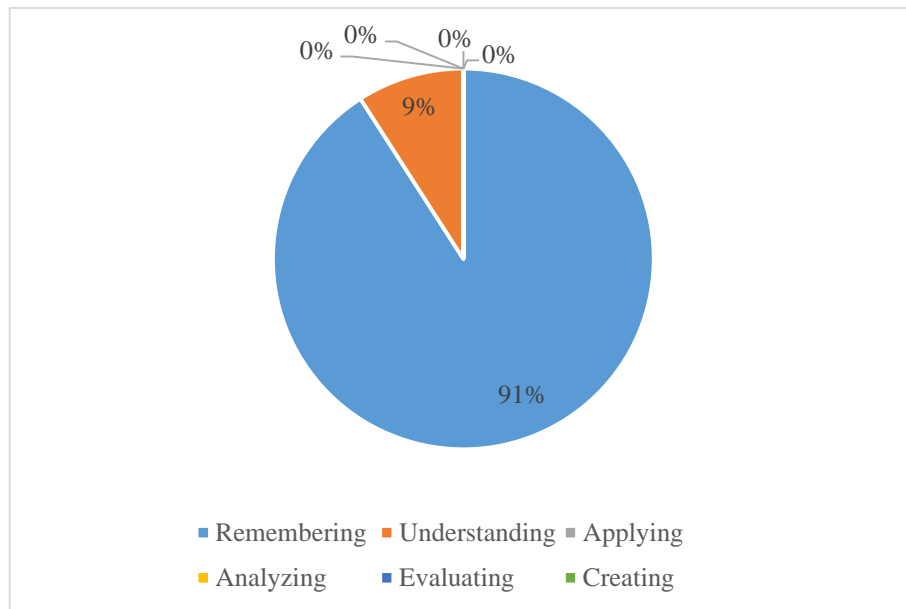


Chart 7. Percentage of teacher questions at third observation

The third observation has no big different than second observation. 22 questions used by teacher during learning and teaching process in the classroom. Questions on remembering level still the most used by teacher around 20 questions or 83% questions. 2 questions or 9% questions on understanding level. On applying, analyzing, evaluating and creating level, there are none question on that level.

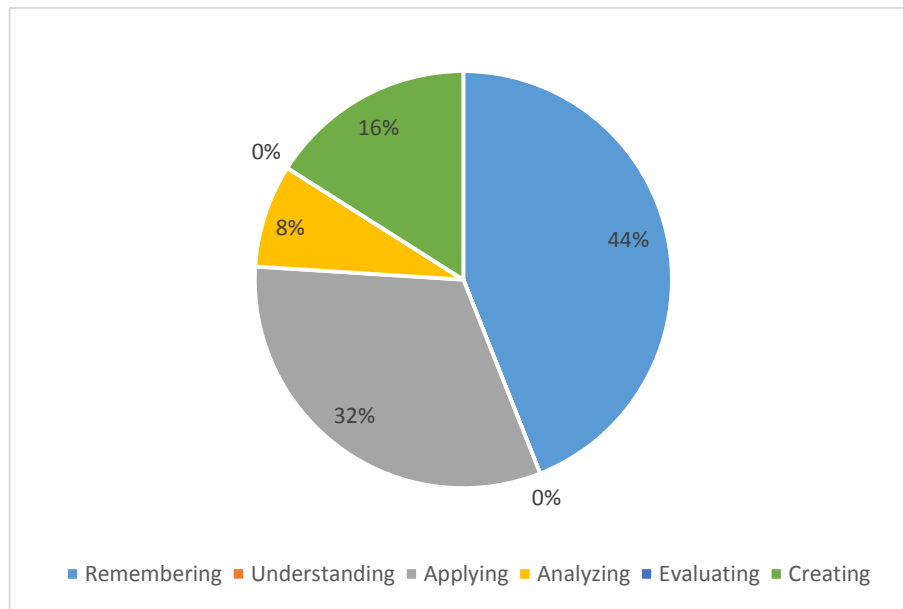


Chart 8. Percentage of teacher questions at fourth observation

In the fourth observation, there are variation in the question used by teacher. 25 questions used by teacher during learning and teaching process in the classroom. 11 questions or 44% questions asked on remembering level but none question on understanding level. Applying level has 8 questions or 32% questions while analyzing level has 2 questions or 8% questions. Evaluating level has none question asked by teacher and creating level has 4 questions or 16% questions.

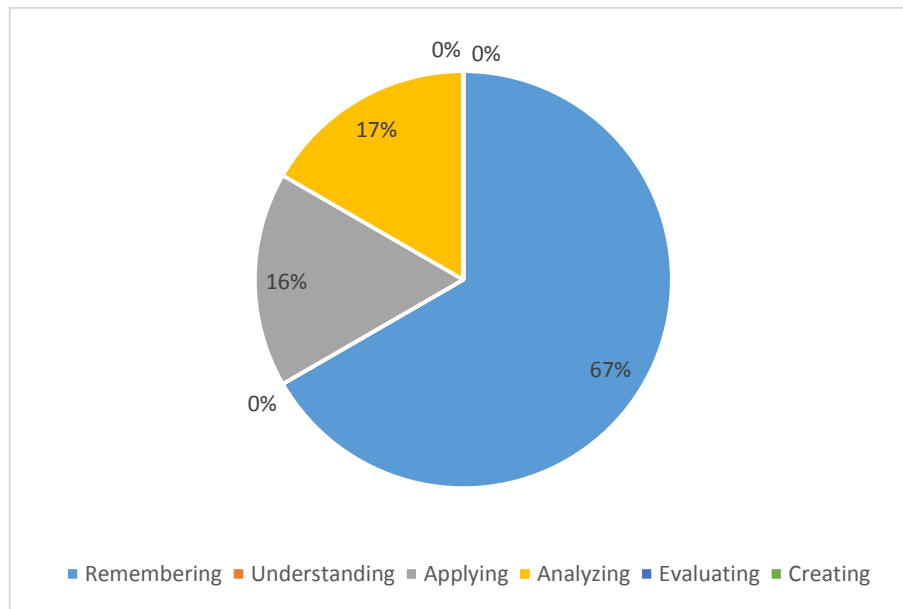


Chart 9. Percentage of teacher questions at fifth observation

In the last day of observation, there are only 5 questions asked by teacher, because UKK (Ujian Kenaikan Kelas) will be held soon. 4 questions or 67% questions are on remembering level, 1 questions or 16% questions on applying level and 1 question or 17 % question on analyzing level. There are no question on understanding, evaluating and creating level.

1.2. Discussions

This study found that out of 92 questions used by teacher during classroom observation, 73 question or 72% questions are on convergent level and 29 questions or 28% questions are on divergent level.

Teacher used convergent level to make students simply recognize a single fact. Respond at the knowledge level, and recall answer of material from what they taught by teacher. In this level, students did not have to think highly or critically in responding teacher's question because they only use their basic knowledge in retrieving or identifying the information.

Extract 1

T = Jam berapa biasanya kamu bangun setiap pagi?

S = 5...

T = at 5 o'clock?

S = yes.

T = nah jadi jam berapa kamu biasanya bangun pagi?

S = at 5 a.m.

The extract above shows students simply recall the use of a.m and p.m. The students were easy in answering the questions because teacher helped to direct students with asking another questions. They did not need to give long answer or give a reason which can increase their high level of thinking. The students only need used simple answer because the question only involve lower level of thinking.

Extract 2

T = Kalau ini kan to be is, am, are nih..present, kalau ini diganti jadi was, were. Tau diganti was sama werenya dari mana?

S = dari subject....

T = yang subject-nya dari apa? Contoh..... Ayo siapa yang berani maju?

T = subject-nya udah tau? to be lampainya udah tau? Nah ayo maju...

S = were...

In this kind of situation, students must be able to recall some information from memory with involving their logical thinking. Teacher would have an opportunity to confirm students' answer by asking another questions to support their answer. Teacher can explore student's knowledge through divergent questions because broader response could answer by students.

Anderson and Krathwohl (2001) revised Bloom's taxonomy in cognitive domain into 6 levels: remembering, understanding, applying, analyzing, evaluating and creating. This study aimed to find out kind of questions used by teacher related to 6 levels of student's thinking skill by revised Bloom's taxonomy in cognitive domain.

Extract 3

T = Coba sekarang ibu tanya, nak. Liat no. 1. No. 1, father. Kalau subject-nya dalam kategori apa? Yang I, you, they, we, she, he, it?

S = It!

S = I!

S = He, dong!

SS = He!

T = He dong, neng. Kan father. Perhatikan! Laki-laki tunggal.

Remembering is considered the lowest order of cognitive processing and recalling type of questions posed by teacher. The extract above shows students easily answer teacher questions by recall previously learned material. Students were answer the teacher questions based on their opinion, some of them might answer wrong but another students helped them by giving the right answer. Students were not expected to think critically.

Extract 4

T = Tense ini untuk menyatakan aktivitas yang akan kamu lakukan dimasa datang. Karena aktifitasnya dimasa yang akan datang, berarti aktifitasnya sudah terjadi apa belum?

SS = belum..

T = bedanya sama past tense apa? Kalau past tense....

S = lampau bu.

In understanding level, questions was aimed at eliciting a student's understanding of the material also provided examples, classify items, and draw inference. The extract

above showed that teacher asked a question to find out student's understanding about the time in future tense then compare it with past tense.

Extract 5

T = Nah untuk kalimat negatif gimana? Sebelumnya bagaimana?

S = He....not....does...

T = Not-nya nempel sama?

S = Does..

The question on applying level required students to execute a procedure or process, rules, general ideas, concepts, or theories. The extract above showed teachers asked a question to investigate how students could implement negative sentence with present tense and where to put 'not' in those sentence.

Extract 6

T = Kenapa does disini?

S = he.

T = iya karena subject-nya He. Kalau subject-nya I, you, they, we, pakainya do ya.

Analyzing level required students to break down the material into parts and determine how the part related to the overall structure. The extract above showed that

question asked by teacher was aimed students to analyze why 'does' is needed in present tense sentence and teacher helped them by explain it then.

This study found that there were no teacher questions indicate to evaluating level while there were around 5% question on creating level. The extract below showed how teacher encourage students to create a sentence about degree of comparison then another students modified it into negative and interrogative sentences.

Extract 7

T = Bikin soal tentang degree of comparison. Ayo siapa yan mau bikin soal?

1.3. Teacher's interview

Researcher also conducted an interview with the teacher to triangulate the finding on classroom observation. There were around 16 questions asked to support the finding related to teacher questions and the extent of teacher questions related to student's thinking skill.

The teacher stated that questions aimed to measure student's understanding dealing with the learning material given by teacher. For example, when teacher explained about past continuous tense, students need to know first what past tense is. If some of them have already got the material, then teacher only need to review it and give a lot of examples and exercises in order students understand more about those material.

Actually the teacher knew about 6 levels of cognitive domain in Bloom's taxonomy and also tried to implement it in the question but unfortunately only knowledge and comprehension level that mostly used in learning-teaching process.

In learning and teaching process usually there were 3 stages of the session, which are warm-up session, main activity session and closing session. The teacher stated that mostly questions was used in main activity session, because in warm-up session the teacher sometime begin it by telling an inspirational story in order students will be comfortable to study in the classroom.

The teacher stated that giving an effective questions is important in learning-teaching process. Effective questions helped the explanation become clearer and easy to understand. Giving a good feedback and encouraging students to answer the question also needed to make classroom environment become more comfortable. When students were comfortable, the teacher will be easy to explain new materials or topics.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusions and suggestion dealing with the teacher questions related to student's thinking skill which conducted in SMP Muhammadiyah 16.

5.1. Conclusions

This study was aimed to investigate the teacher questions delivered in learning and teaching process related to student's thinking skill in revised Bloom's taxonomy of cognitive domain concept.

The analysis of questions were discussed on types of question related to thinking skills by Moore which are convergent question and divergent question. Convergent question was the question that teacher frequently used during classroom interaction. in this level, questions emphasize memorization, recall, and rote drilling. Questions at this level will determine if students can identify or define something. The answer of these questions are easily anticipated by teacher. It will involve the basic knowledge of students to memorize important aspects of material given.

6 levels of cognitive domain in revised Bloom's taxonomy, which are remembering level, understanding level, applying level, analyzing level, evaluating level and creating level. Remembering level was the level that teacher mostly used in

the question while there is no question that teacher used in evaluating level. In remembering level, teacher asked question to retrieve, recall and recognize information from given material English lesson. Only a few questions that allowed students to determine the meaning of instructional messages, but none questions asked by teacher that allowed students to make a judgments based on procedure and criteria. Teacher asked some question in applying level in order students could applied their knowledge using a procedure through executing or implementing. Remembering, understanding and applying level only provided students low thinking skill but analyzing, evaluating and creating level provided students to think in high.

5.2. Suggestions

Actually, questions that teacher used was not effective enough to develop student's thinking skill. The teacher frequently asked only questions that dealing with low cognitive level of thinking. Teacher focused in recalling and retrieving information on given material in English Lesson. Therefore, teacher should use some variations while asking the question. The question also should be based on student's thinking skill and use 6 level of cognitive domain in Bloom's taxonomy to develop student's thinking skill.

One of problem that occurred in SMP Muhammadiyah 16 was the student were not motivated enough to learn English. So the English teacher need to build a comfortable situation first before explain the material. Teacher might use questions to

build up the situation. But the question given by teacher should be equal between low order question and high order questions.

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