ABSTRACT

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Question becomes a substantial aspect in learning and teachers plays an important role to improve student's performance and achievement through question in learning and teaching process. This study aimed to analyze the teacher's questions in classroom interaction related to student's thinking skills using the revised of Bloom's taxonomy in cognitive domain dimension. This study use qualitative research which focused on content analysis method. Data of this study was questions that teacher asked through classroom interaction. The instrument of the study use observation and interview as a tool for triangulate data. 1 English teacher were observed in SMP Muhammadiyah grade 8th which contains 19 students (10 males and 9 females) from March to July 2015. The result of this study indicated that the low cognitive question were utilized by teacher most of the time. Convergent questions used 72% and remembering question used 67% from 92 questions in total 5 observations. Dealing with type of questions related to thinking skill found 28% question asked in divergent level, while 2% questions asked in understanding level, 16% questions in applying level, 9% questions in analyzing level and 6% questions in creating level, but none question asked in evaluating level. The result showed that the teacher's question did not seem to developing student's thinking skill because teacher frequently asked question in convergent and low-cognitive level, but only a few questions asked in divergent and high-cognitive level.

Key word: teacher's question, level of thinking skill, cognitive domain of revised bloom's taxonomy, learning-teaching process.