

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of Study**

In the teaching learning process, the interaction is needed to make classroom interaction so that the interaction should be involved both teacher and students. Tsui as cited in Carter and Nunan (2001) defines the term 'classroom interaction' as the interaction between the teacher and the learners, and amongst the learners in the classroom. Mostly, teachers do the interaction in the teaching learning process by giving questions to the students.

According to J. Cripps Clark and J. Walsh (2012), teachers should teach effectively to make students achieve the goal. As effective teachers, they should mastering basic teaching skill. It is related to the pedagogical skills. These points are very crucial in teaching learning process. Teachers should ask appropriate questions so that students will be stimulated to be active in classroom activity. Effective questioning is one of the basic teaching skills that can help to achieve the objective of the lesson.

Teachers facilitate the learners with effective questions as their strategy for giving effective instructions. Sometimes teachers give question to the learner as the first activity in the classroom. Teachers usually assess students' background knowledge by giving questions to the students. Questions could be delivered anytime based on the teachers' need. Teachers give questions to students when

they would like to more encourage an engage students in the learning process. Teachers are supposed to give effective questions to the students so that they will understand easily and the teacher also will get meaningful feedback from the students' answer.

Teachers now aim more at activating student's background knowledge in order that learning is achieved by student's understanding and deduction from the hints and suggestion given by the teacher. As a result, that importance of the teacher' ability to pose questions has increased in importance.

One of the most common and prominent classroom aspects is the act of teachers' questions. Teachers pose questions to engage students' higher level of thinking on the lesson they're discussed in their language competence. Furthermore, tests are the set of questions as 'measurement' tool. By giving the tests, teachers may know how far students have understood the materials given by teacher. The questions in the tests also should be provided in the form of high order questions since the students of this study are higher education students.

High order questions which is related to the high order thinking skills concept are needed to help and accelerate learners to achieve the learning objectives and mastery the subject. Toni (2013) pointed out that the quality of teachers' questions can affect the degree to which the questions do or do not extend students' thinking and prolong their ideas.

Teachers are supposed to arrange and organize the question dealing with high order thinking skills concept. (Lewis & Smith, 1993). Higher order

thinking occurs when a person takes new information and information stored in memory and interrelates and/or rearranges and extends this information to achieve a purpose or find possible answers in perplexing situations.

To make sure teachers are enhancing students' high order thinking, they rely on classification systems or taxonomies that differentiate the thought that various questions elicit. By far, the most popular system for classifying questions is Bloom. Bloom (1956) developed a hierarchical of thinking which called Bloom's Taxonomy from the Lower Order of Thinking (LOT) to Higher Order of Thinking (HOT) in cognitive domain. Based on Anderson (2001) revised of Bloom's taxonomy, it's divide into six parts which are (1) remember, (2) understand, (3) apply, (4) analyse, (5) evaluate, and (6) create.

English Language Education Study Program of English Department at the State University of Jakarta prepares its student to become educators, especially students who takes English language study program. An education teacher students must have high order thinking so that they can be able to become a good teacher. Teacher should have a skill to elicit the information from students so that they can answer the teacher's questions, criticize and think in high order thinking.

In the related previous research, they found that teachers still used low order questions to stimulate students. Rajandran (2001) wrote that teacher have little success differentiating one level from another, specifically at higher levels. Rosaningpekerti (2013) found that the quality of teachers' questions in Critical Reading subject in English Department still on the low-order thinking. Almost

all the teacher posed remember (C1) that's equal with knowledge (Q1) of cognitive domain when teachers applied in questions. Even the teachers often used low order questions, but the teachers also used high order questions in guiding and leading students. Ridwan (2014) found that there were four questions used by teacher in the classroom interaction which were remembering, understanding, applying, and analysing. The questions were 70% on developing remembering level of students' thinking skills. Most of times, students only use simple noun in responding teachers' questions by utilizing their basic level of knowledge. This study used content analysis as its design.

This study is focused on teachers' questions both spoken and written in three courses, they are *English Language and Methodology 1* as a pedagogic skill, *Semantic and Pragmatic* as a linguistic skill, and *Research in English Language Education* as a research skill. The reason why the researcher take these three courses because it might represents the courses in English Department.

## **1.2 Research Question**

Based on the background of the study, the research questions are:

1. How are the questions and tests used by teachers of English Department in terms of thinking skills?
2. To what extent do the teachers' questions and tests meet the nature of high order thinking skills?

### **1.3 The Aim of Study**

The aim of this study are:

1. To describe how questions and tests are used by teachers in 3 courses of English Department.
2. To investigate the quality of the teachers' questions and tests in 3 courses of English Department to stimulate students' high order thinking.

### **1.4 The Scope of Study**

This research is focus on questions and tests in teaching and learning used by teachers in 3 courses at English Department, State University of Jakarta. The questions are limited to the questions both spoken by teacher and written in the tests that can stimulate students' high order thinking skills. Researcher discussed the teachers' questions and tests with the cognitive process dimension of revised Blooms' Taxonomy.

### **1.5 The Significance of the Study**

The result of the study is expected to contribute information of questions and tests used by teacher to lead students to do high order of thinking. Teachers could reflect themselves in posing high order questions to stimulate students' high order thinking since the students in higher education. This study also helps writer to improve the knowledge in English education field. For others who want to conduct a study related to teachers' questions and test, hopefully this study would provide reference.