

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher provides the findings and the discussion of the analysis of teachers' questions and tests in the three courses of English Department of State University of Jakarta.

This chapter is organized based on the two research questions:

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?

This study was conducted in English Department of State University of Jakarta. There are 3 teachers of 3 courses became investigate which *are English Language and Teaching Methodology 1, Research in English Language Education, and Semantic and Pragmatic*. There were 12 meetings of classroom observation, 5 meetings for *ELTM 1*, 4 meetings for *RELE*, and 3 meetings for *Semprag*.

The teacher was communicative in teaching, they asked many questions to stimulate students' participation at class. This study found that the teachers used many questions from the beginning to the end of classroom activities in different level of thinking skills.

4.1. The questions and Tests Used by Teachers of English Department in Terms of Thinking Skills

The study found that the teachers still used low order questions and tests during the observation and document analysis. Teacher used lower questions to make students simply recognize a single fact, respond at the knowledge level, students' comprehension, and recall their own words material from what they previously read or taught by the teacher. In this level, students do not need to use their high order thinking skills because they only use their basic knowledge in identifying the information.

4.1.1 ELTM 1

Based on the observation that conducted in the *English Language Teaching and Methodology 1* classroom for 5 times of meeting, teacher used all the thinking skills.

Extract 1

T : What is pembelajaran? What is meant by instructions? Recall your knowledge about belajar pembelajaran.

S4 : kayak caranya belajar, jadi pembelajaran yang memustakan kegiatannya pada siswa.

(March 18th 2015)

In the example above, teacher asked about what meant by instructions is and asked students to recall their memory about

instructions. It means that teacher wants the students to have long-term understanding of the lesson. In this level, the teacher wanted the students to recall their memory about the instruction. The students are easily to answer the questions because they have already learnt about it before so that they do not need to force their own knowledge, they only used simple answer, and it only involves low order thinking skills.

Extract 2

T : what types of activities that your teacher loved very much in the classroom?

S2 : reading

T : now, do you think your prospective students will also benefit the same way as you did from that kind of activities? Kalau dibandingkan dengan calon siswa anda nanti, kira-kira strategi yang sama itu sama tidak manfaatnya? Cukupkah?

Ss : No

(March 13th 2015)

In order to help students to remember the knowledge, they are encouraged to remember about how their previous teachers in schools usually teach the English language and to think of the effectiveness of those techniques.

Extract 3

T : okay, interactive means.. Everybody in the classroom need to be involved in the interactions that it must be conducive to the learning. Can you find the example of interactive classroom for ELT?

S10 : Questions and answer

(March 18th 2015)

The extract above shows that students simply find the example of interactive classroom because the teacher has already given the explanation and the example. In the applying level of questions, students are expected to applying their knowledge to actual situations.

Extract 4

T : Why do you read?
 S3 : too meet the information
 T : For what?
 S3 : To learn something
 T : if you read because you want to learn something, your purpose is called instrumental. If you read novel or joke, what is your purpose of reading?
 Ss : For entertaining.
 T : can we miss any of the two in our life?
 Ss : No..

(April 22nd 2015)

In the 5th meeting teacher and students talked about reading skills. Teacher asked why the students read the texts and what for. In the questions level, teacher used synthesis and analyzing for this example. In this example, teacher used high level of questions for students so that they have to recognize assumptions and evaluate relevancy.

Extract 5

T : No.. never? Ya, I think in our traditions, Indonesian traditions, education I mean, most specifically. Listening is not something given a lot of attention in the classroom. Agree?
 S : Agree
 T : ya.. Why you agree?
 S1 : because during learning and teachings. Students always want to speak..Speaking is number one.

It shows that teacher asked students whether they agree or not and then she asked their reason why they are agree about that issue. In this level of questions which is evaluation, students are expected to develop their opinions, judgments or decisions. They also expected to make value decisions about issues.

4.1.2 ELTM 1 Mid-Term Test

PART 1

Match each of the terminologies listed in Column A with the best definition A – F in Column B. Draw a line to show your best response. Number 1 has been done for you. (1 point each. Total = 5 points)

COLUMN A	COLUMN B
1. Methodology	A. A set of criteria for the selection & organization of linguistic and/or subject-matter content.
2. Approach	B. A single set of procedures which teachers are to follow in the classroom that is the practical realisation of an approach.
3. Methods	C. The study of pedagogical practices in general.
4. Syllabus	D. A set of assumptions about language teaching which involve the nature of language, learning, and teaching.
5. Design	E. Tactics and strategies used by teachers & learners when the method is being used
6. Technique	F. A goal directed classroom activity with clearly defined outcome. Its completion requires learners to choose and use the appropriate linguistic resources.
7. Tasks	G. Specific activities consistent with the method and approach.

B. Complete the table to show similarities and differences among the Communicative Language Teaching (CLT), Task-based Instruction (TBI), and Content-Based Instructions (CBI). (2 points each. Total = 24 points)

QUESTIONS	Communicative Language Teaching (CLT)	Task-based Learning (TBI)	Content-Based Instruction (CBI)
1. What is the main objective of language learning?	(16)	(20)	(24)
2. What is the language of classroom instructions? L1 or TL? Why?	(17)	(21)	(25)
3. How would the syllabus be arranged?	(18)	(22)	(26)
4. What are 2 (two) types of classroom tasks typical of this method?	(19)	(23)	(27)

Above are some parts of ELTM 1 mid-term test, teacher used both low order questions and high order questions. In the part 1, students are expected to match the words in the column A to the meaning in the column B. It means that students asked to recall their memory about the definition of the words. And in the section B, question number 3. Students are expected to answer the questions by analysing the answer. It means that students asked to apply the information to produce some result. The questions above belong to indirect test item because the design of the tests consists of fill-ins and gap-fills, and then it also belong to direct test item because the students are asked to use language to do something.

4.1.3 Research in English Language Education

Based on the observation that conducted in the *Research in English Language Education* classroom for 4 times of meeting, teacher used all the thinking skills.

Extract 6

T : okay, selain variable, what else?
 Ss : Population
 T : what is the population?
 Ss : Midle School science students.

(May 20th 2015)

In this kind of level questions, students have to recall their memory about what information that they have read before from the course book and from the text. In this extract, teacher and students talked about the

variable and population in one of the research questions that being discussed.

Extract 7

S6 : iya mam

T : okay, and then how about extensive reading; what do you explain about the extensive reading in your background?

(Teacher, May 28th 2015)

Teacher and students talked about the students' chapter 1 of research proposal, teacher asked about the explanation of extensive reading in her background of the study. In the comprehension level of questions, students are supposed to describe or interpreting facts and ideas, and translating from one medium to another. This level of questions will raise students' understanding thinking skills.

Extract 8

T : good, so how do you know what when you read research question belong to qualitative and quantitative?

S4 : kalau kuantitatif banyak hitungannya, mam..

(Teacher, May 20th 2015)

Teacher and students talked about the qualitative and quantitative research. In this extract, teacher asked students to measure whether it used qualitative or quantitative. In applying level of questions, students are expected to be able to apply knowledge to actual situations.

Extract 9

T : kalau anda membaca teks kemudian anda tidak bisa menjawab apa itu memang karena anda kekurangan kosa kata?
(May 28th 2015)

Example below is represents the question level of analysing. Teacher and students discussed about the student's research proposal. In analysing level, students is asked to be able to subdividing something to show how it is put together and to identifying the motives.

Extract 10

T : so your task is provide the proposal related to your topic. What should be put in the background? Problem related to your topic. What are you going to find out? What might be the answer of this?
S3 : the answer is the ICT might be increase the teacher performance or maybe decrease

From the extract above, the teacher used synthesis level of question. In this level, it aimed to combine the ideas to form a new whole. And then to create a unique, original product that may be in verbal form or may be a physical object.

Extract 11

T : What do you think might be the sampling technique?
S5 : Random sampling because there are many students there.
(May 20th, 2015)

From the example above, it can be concluded that it is an evaluating level of question to raise students' thinking skills to create. In

this level, students are supposed to develop their opinions, making value decisions about issue and resolving controversies or differences of opinion.

4.1.4 Research in English Language Education Mid-Term Test

1. For each of the following statements, indicate whether it is more descriptive of qualitative (QL) or quantitative (QT) research. Which method:
 - a. relies more on the inductive approach
 - b. is more likely to use random sampling
 - c. relies more on the deductive approach
 - d. is more likely to use purposive sampling
 - e. is more likely to include a statistical report
 - f. is more likely to include extensive quotations
 - g. is more interested in generalizing
 - h. is more likely to include intense interactions between the researcher and the subject
 - i. is more likely to allow the researcher to modify, delete, or add interview questions during the interview
 - j. is more likely to investigate a topic about which little is known

5. What type of instrument would a researcher choose in order to obtain data about each of the following?
 - a. How college professors feel about the use of technology in their teaching
 - b. The potential of the seniors at a small college to succeed in graduate school
 - c. To determine if high school chemistry students can analyze an unknown chemical compound

Above are some parts of RELE mid-term test, teacher used both low order questions and high order questions. In the question number 1, students are expected to indicate the whether it is descriptive of qualitative or quantitative, in this kind of level questions, students tend to analyzed which the statement belongs to qualitative or quantitative. And in the question number 5, students are expected to choose what types of instrument that is suitable for the statement. In this kind of questions, it belongs to applying level of questions.

The questions above belong to direct test item because the students are asked to use language to do something.

4.1.5 Semantics and Pragmatics

Based on the observation that conducted in the *Semantics and Pragmatics* classroom for 3 times of meeting, teacher used all the thinking skills.

Extract 12

- T : what is the first one?
 Ss : Definiteness.
 T : What is definiteness?
 S2 : The choice of giving article in the opinion.

(May 22th 2015)

The example above shows that the teacher asked students about what the meaning of definiteness is. In this level, teacher used knowledge level of questions to raise students to the remembering thinking skills. The purpose of the question is to recalling information that students have already read or learnt.

Extract 13

- T : ada lagi yang lain? What can you summarize from those that definition? What can you conclude?
 S5 : mam, itu kalimat yang terusun tidak seperti biasanya gitu.

The extract above shows that teacher asked students to summarize or conclude. In this types of questions level, teacher used comprehension to stimulate students to raise understanding level of thinking. In comprehension level, students are asked to describing in one's own words, interpreting, paraphrasing and translating from one medium to another. In this level, students are expected to understand what the material are and try to interpret their understanding by using their own words.

Extract 14

T : Can you give example first?

Ss : hmm..

S3 : mam, kalo yang saya pahami diawali oleh what. Contohnya what it is about meteorite? Kalo yang passive itu kayak passive voice.

S2 : Gini mam, misalnya hmm..

(May 22th 2015)

From the example above, teacher asked students to make an example, and this questions level raise students' level of thinking in applying. In this level, students are supposed to applying their knowledge to actual situations, they will implement something that they have been understood before.

Extract 15

T : Apa yang dibandingkan disana? Kata apa dengan apa?

Ss : Cook dengan boiled

T : Dari kedua kalimat ini, apa yang bisa anda tarik kesimpulan? We are going to do some kind of inductive reasoning class, example then we make conclusion. Entailments itu maksudnya bagaimana kalau dilihat dari kata yang dibandingkan?

(Teacher, May 27th 2015)

In analysing level, students are supposed to be able to break material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. Students' will involve their mental actions include differentiating, organizing, and attributing as well as being able to distinguish between components.

4.1.6 Semantics and Pragmatics Tests

I. Answer the following questions.

1. How can we define meanings through ostension, sense, and reference? Give example.
2. What is deixis? Give example.
3. Explain different meanings in semantics and pragmatics and give example!
4. Explain the relationship of semantics with other branch of linguistics (phonology, morphology, and syntax)
5. What is a proposition? Give example.
6. Give at least two entailments for the following sentences.

I. Choose the best answer of the alternatives provided by circling the letter of your choice. {Total mark: 50}

1. Taking account of the different contributions of communication factors, pragmatics is viewed as the study of

A. abstract meaning	C. speaker's meaning
B. contextual meaning	D. meaning in interaction
2. The utterance *Would you like to come in and sit down?* is ambivalent. This shows that pragmatically meaning is

A. probabilistic	C. fixed
B. definite	D. given

II. Answer the following questions. Choose 5 numbers. {Total marks: 50}

1. Do you agree that the same words can be used to perform different speech acts, and different words can be used to perform the same speech act? Give examples. {Mark: 10}
2. Mention Grice maxims of Cooperative Principle and explain each of them. {10}
3. Mention and explain factors that determine indirectness. Give examples as well. {10}
4. Explain Brown and Levinson's superstrategies in performing face threatening acts. Give examples as well. {10}

Above are some examples of Semantics and Pragmatics Tests. Teacher used both low order questions and high order questions. The questions above belong to indirect test item because the design of the tests consists of multiple-choice, fill-ins and gap-fills, and then it also belong to direct test item because the students are asked to use language to do something.

4.2. Teachers' Questions and Tests to Meet the Nature of High Order

Thinking Skills

Below are the elaboration of students' stimulated level of thinking by the questions given from each teacher. To make it clearer, the researcher also provide some tables and charts.

4.2.1 English Language Teaching Methodology 1

Questions	Level of Thinking	Level of Questions
Why do you think you have to learn developing your listening skills?	C6	Q6

The table above is the sample of questions posed by Teacher. the questions above is an example of highest level of question, evaluate (Q6), it aimed to raise the level of thinking of a student to create (C6). In this level, people generate hypotheses to account for a phenomenon based on Anderson and Krathwohl (2001, p.31). So, when Teacher posed questions about opinion, students' factual knowledge will be processed and students will produce their own opinion. This kind of questions probably could meet students' high order thinking because it is fulfil the criteria of high order questions.

4.2.2 English Language Teaching Methodology 1 Mid-Term Test

Match each of the terminologies listed in Column A with the best definition A – F in Column B. Draw a line to show your best response. Number 1 has been done for you. (1 point each. Total = 5 points)

COLUMN A	COLUMN B
1. Methodology	A. A set of criteria for the selection & organization of linguistic and/or subject-matter content.
2. Approach	B. A single set of procedures which teachers are to follow in the classroom that is the practical realisation of an approach.
3. Methods	C. The study of pedagogical practices in general.
4. Syllabus	D. A set of assumptions about language teaching which involve the nature of language, learning, and teaching.
5. Design	E. Tactics and strategies used by teachers & learners when the method is being used
6. Technique	F. A goal directed classroom activity with clearly defined outcome. Its completion requires learners to choose and use the appropriate linguistic resources.
7. Tasks	G. Specific activities consistent with the method and approach.

The test above indicates that it belongs to knowledge (Q1) level of questions to raise the remembering (C1) level of thinking because students only

used to recall their memory about the definition from the word in the column A. This kind of questions probably could not meet students' high order thinking because it is used to retrieve relevant knowledge from long-term memory based on Anderson and Krathwohl (2001, p.31).

4.2.3 Research in English Language Education

Questions	Level of Thinking	Level of Questions
How could you measure?	C4	Q4

The example of question above is shown that it is a high level of question, Analyzing (Q4), the purpose of this question is to raise the level of students' thinking to analyze (C4). Analyzing requires an answer that demonstrates an ability to see patterns and to classify information, concepts, and theories into component parts based on Krathwohl (2002, p.228).

4.2.4 Research in English Language Education Mid-Term Test

2. The following examples are inadequate statements of research problems. Restate each so that it becomes a specific question suitable for research.
- a. A later morning start for the high school
 - b. Parental involvement and elementary school achievement
 - c. Self-concept of children with learning disabilities
 - d. Home-schooled adolescents

Above are one of the questions in the *RELE* mid-term test. Students are expected to restate the statement into a specific question suitable for research.

It shows that it is a comprehension level of question (Q2) since the students only need to restate. The purpose of this questions is to raise students' level of thinking into understanding level (C2). Students are said to understand when they are able to construct meaning from instructional message including oral, written, and material presented during lectures or in books according to Krathwohl (2002, p.228). This kind of questions probably could not meet students' high order thinking because it is not fulfil the criteria of high order questions.

4.2.5 Semantics and Pragmatics

Questions	Level of Thinking	Level of Questions
What can you conclude from this example?	C2	Q2

From the question above it represent the example of lowest level of questions, comprehension (Q2), and it aimed to raise the level of thinking of standing to understanding (C2). In this example, teacher is intended to check students' understanding about the material by asking students to conclude the example. Understanding (C2) requires the explanation of ideas or concepts according to Krathwohl (2002, p.228).

4.2.5 Semantics and Pragmatics Tests

II. Answer the following questions. Choose 5 numbers. {Total marks: 50}

1. Do you agree that the same words can be used to perform different speech acts, and different words can be used to perform the same speech act? Give examples. {Mark: 10}

Above are one of the questions of *Semantics and Pragmatics* final test.

Teacher asked students whether they agree with the statement or not. This kind of questions belongs to evaluate (Q6) that aimed to raise students' level of thinking into creating (C6). Evaluate is making judgements, developing opinions and making decisions based on Krathwohl (2002, p.228). In this question, students are expected to make their decisions whether they agree or not, so the product will be their own opinion why they agree or why they do not agree with the statement. This kind of questions probably could meet students' high order thinking because it is fulfil the criteria of high order questions.

Below are the charts to show the level of thinking skills of each course:

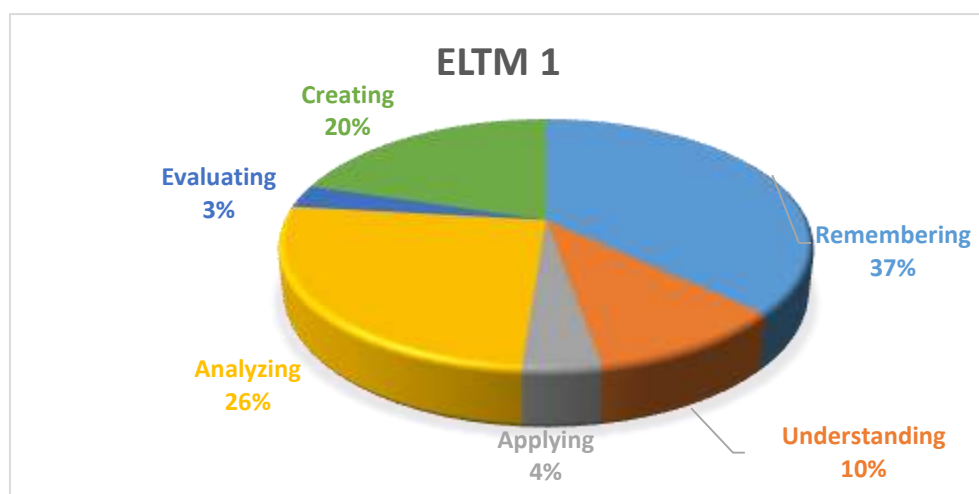


Chart 4.1

We can see in the chart above that teacher used the questions level still on the low order thinking skills which is called remembering (C1) for 37%, in the second position is analyzing (C4) for 26%, and next is creating (C6) for 20%, and then understanding (C2) 10%, applying (C3) for 4%, and evaluating (C6) for 3%.

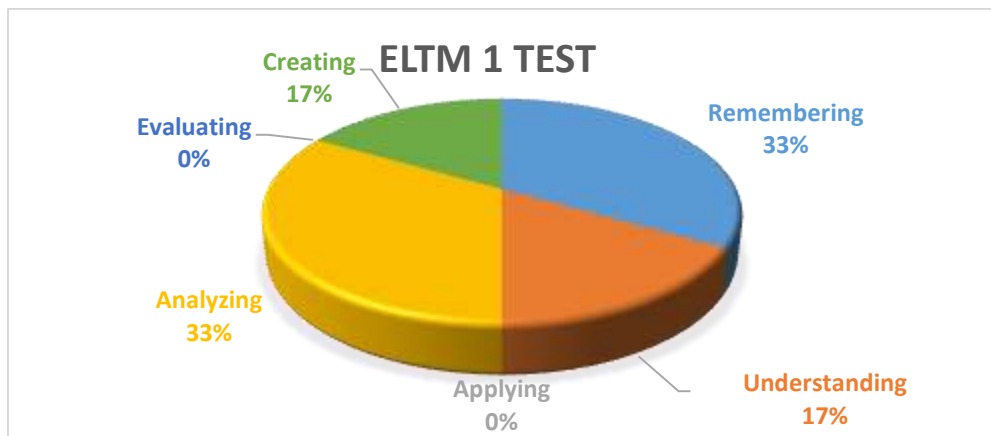


Chart 4.2 *ELTM 1* Mid-Term Test

And for the *English Language Teaching Methodology 1* Test, the percentage of the thinking skills is balance. There are four kinds of questions delivered by Teacher in this test which are remembering (C1) for 33%, understanding (C2) for 17%, applying (C3) for 17%, and creating (C6) for 33%. Whereas the applying (C3) and evaluating (C5) are not appear in the test design by teacher.

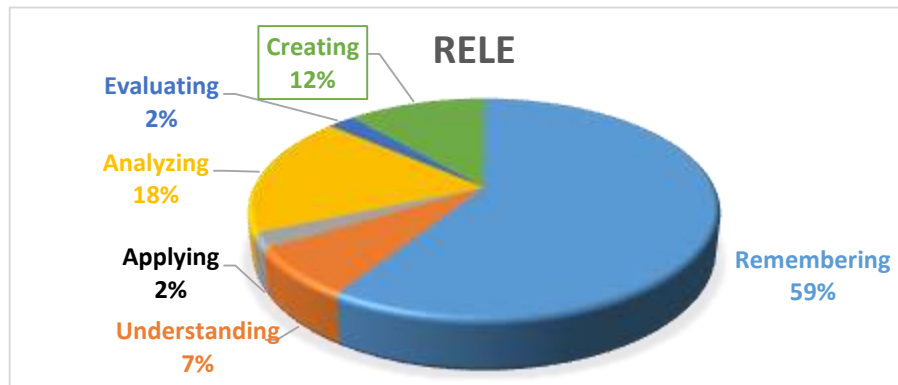
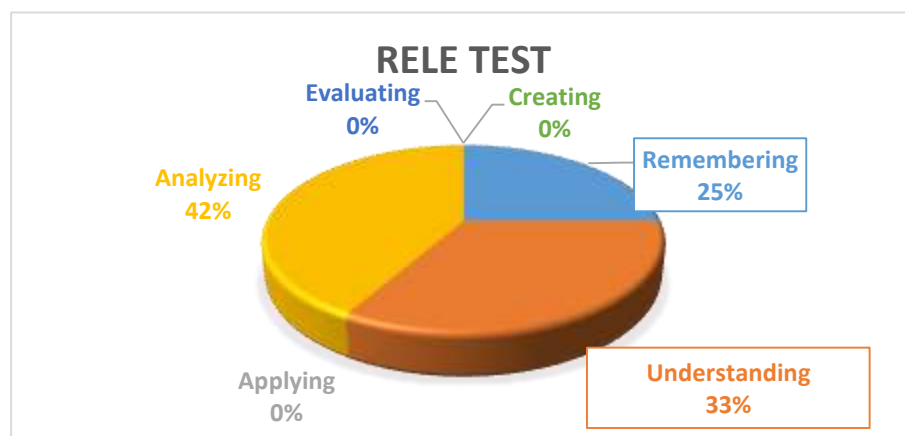


Chart 4.3

From the chart above, there are 6 of level thinking skills that Teacher used. The questions level still on the low order thinking skills which is called remembering (C1) for 59%, in the second position is analyzing (C4) for 18%, and next is creating (C6) for 12%, and understanding (C2) for 7% and then applying (C3) for 2% and the last is evaluating (C5) for 2%.

Chart 4.4 *RELE* Mid-Term Test

From the *Research in English Language Education Test*, it showed that the Teacher still used low order thinking skills. There are three kinds of questions

delivered by Teacher in this test which are remembering (C1) for 25%, understanding (C2) for 33%, and analyzing (C4) for 42%. Teacher did not use applying (C3), evaluating (C5) and creating (C6) as its design of questions.

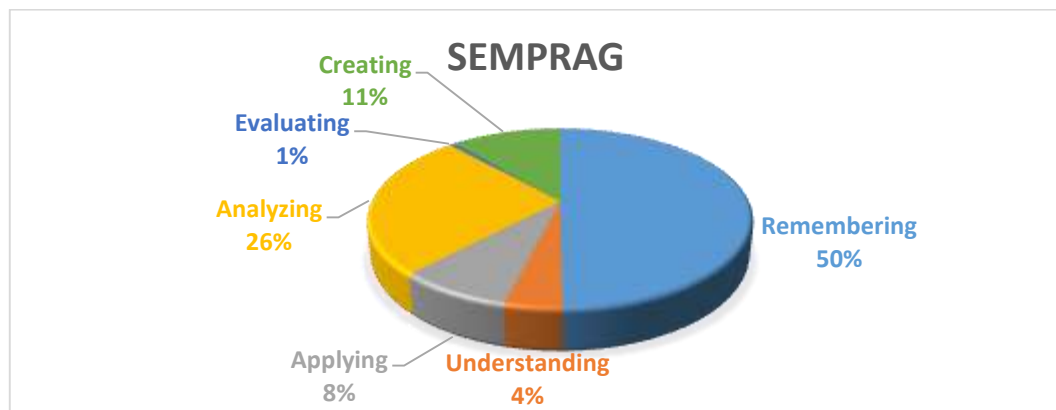


Chart 4.5

We can see in the chart above that Teacher used the questions level still on the low order thinking skills which is called Remembering (C1) for 50%, in the second position is analyzing (C4) for 26%, and next is Creating (C6) for 11%, and then Applying (C3) for 8%, Understanding (C2) for 4% and the last is Evaluating (C5) for 1%.

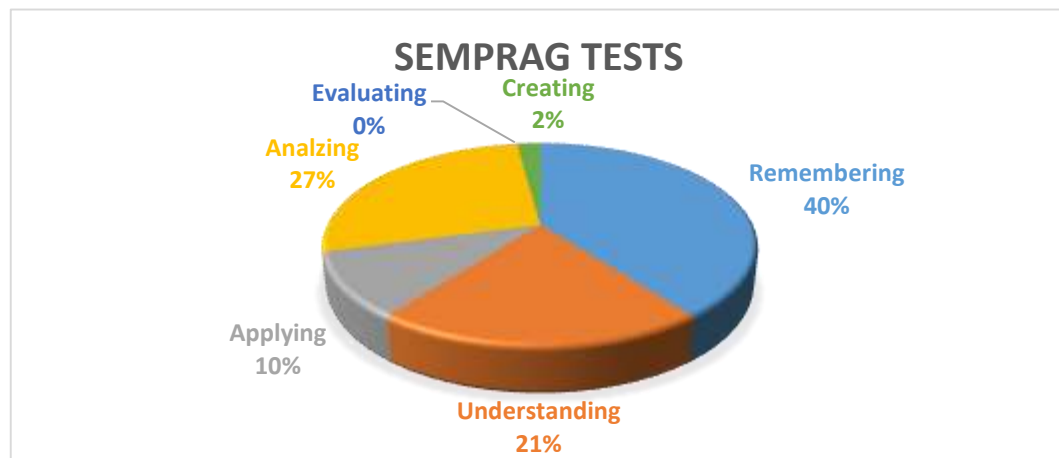


Chart 4.6 *Semprag* Mid-Term And Final Test

Semantics and Pragmatics Tests used to be analyzed are mid-term test and final test. Teacher almost used all the level of thinking skills, there is only one that she did not use which is evaluating. The questions delivered by Teacher in this test which are remembering (C1) for 40%, understanding (C2) for 21%, applying (C3) 10%, analyzing (C4) for 27%, and creating (C6) for 2%. The evaluation (C5) is not used in this test.

The table below is the comparison between questions posed by the teachers:

	ELTM 1	RELE	SEMPRAG
C1	113	161	85
C2	31	20	9
C3	12	6	12
C4	78	49	60
C5	9	6	1
C6	62	31	19

It can be concluded that teachers in *ELTM 1* used questions that have quality of C1 for 113 from 305 questions. Teacher in *RELE* used questions that have quality of C1 for 161 from 273 questions, and teacher in *Semprag* used questions that have quality of C1 for 85 from 186 questions. This number is influenced by the amount of each teacher's questions which is the highest number of questions seen in Teacher, then Teacher. And the fewest questions is Teacher who posed 186 questions. This number of questions also influenced by the meeting of each classroom.

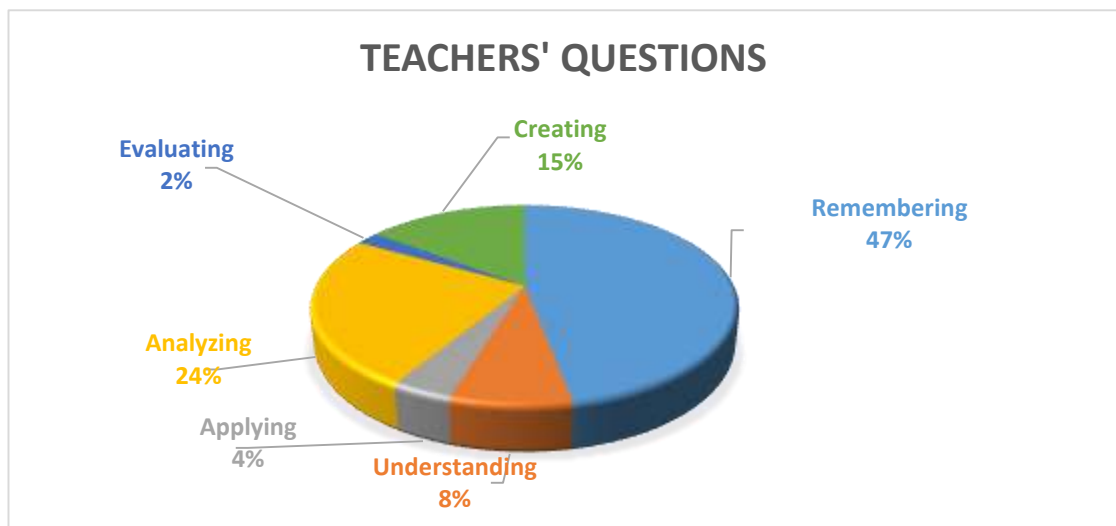


Chart. 4.7 Teachers' Questions

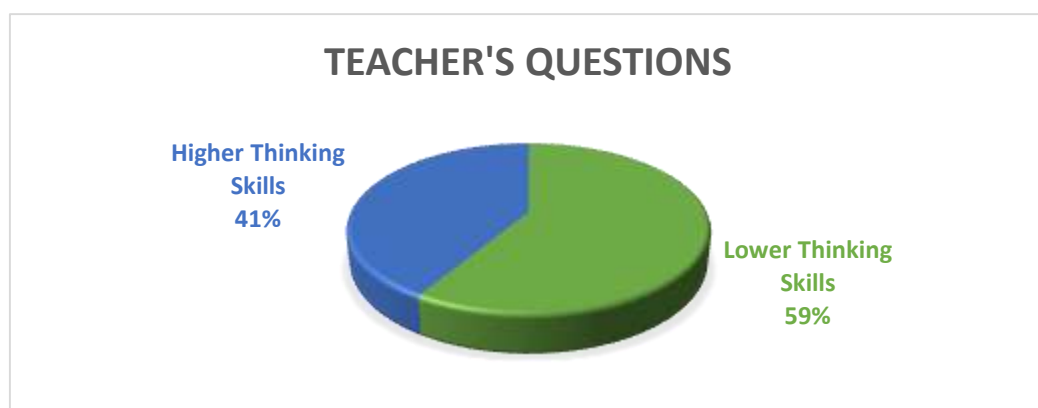


Chart 4.8 Teachers' Questions

To conclude all figures generally, from twelve meetings of learning activity establish by 3 teachers, they used all the level of questions to stimulate students' thinking skills, they are remembering, understanding, applying, analysing, evaluating and creating. The study found that teachers used 47% remembering question, 8% understanding question, 4% applying question, 24% analysing question, 2% evaluating question, and 15% creating question. It also can be described as lower thinking skills for 59%, and higher thinking skill for 41%.

The table below is the comparison between questions posed by the teachers in the tests.

	ELTM 1	RELE	SEMPRAG
C1	2	6	19
C2	1	8	10
C3	0	0	5
C4	2	10	13
C5	0	0	0
C6	1	0	1

The number of the result above is influenced by the test itself since the tests made by Teacher and teacher were just mid-term tests. While teacher used both mid-term and final written tests for her course. From the data above we can see that teacher used the highest remembering level to meet students' thinking skills for 19 questions from 48 questions.

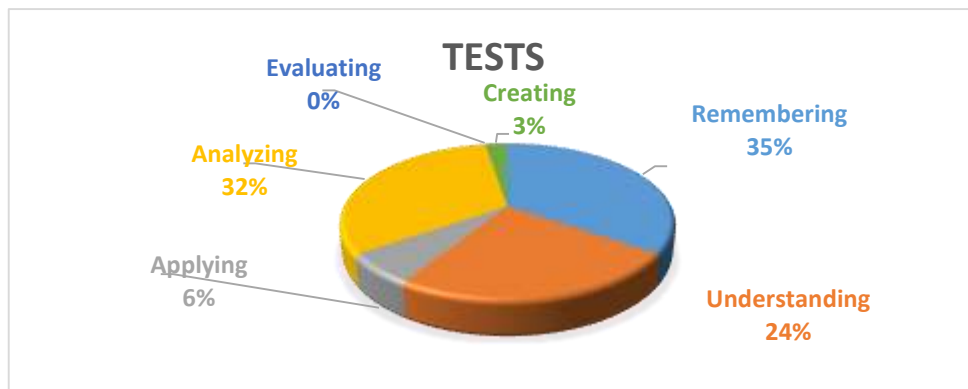


Chart 4.9 Tests

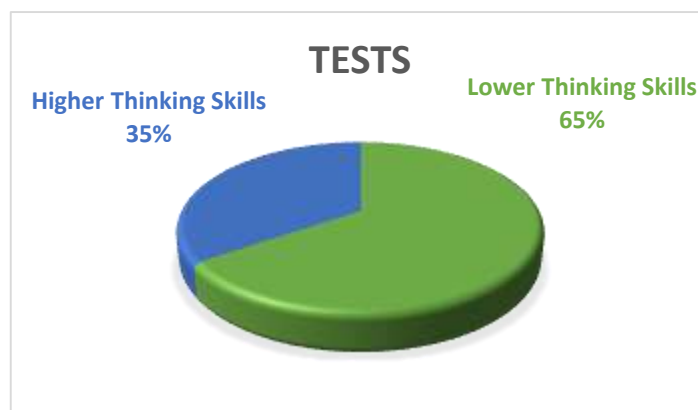


Chart 4.10 Tests

From 4 tests established by 3 teachers, not all the tests used all the level of questions to stimulate students' thinking skills. To sum up, they used remembering, understanding, applying, analysing and creating. The study found that teachers

used 33% remembering question, 24% understanding question, 6% applying question, 32% analysing question, 0% evaluating question, and 3% creating question. It also can be described as lower thinking skills for 65%, and higher thinking skill for 35%.

To conclude, the teachers used all the questions level to meet students' thinking skills. The study found that the quality of teachers' questions and tests of English Department at the State University of Jakarta still on the low order thinking skills. It can be prove by the findings, the highest number of thinking skills occurred in remembering (C1) that equal with knowledge (Q1) when the questions posed for 47% and written by teachers in the tests for 35%. It also can be seen the percentage of teachers' questions posed in the classroom still in low order thinking for 59% and in the tests for 65%.

4.3 Limitation of the Study

The researcher has the limitation to answer the research questions. First is, the frequency of the classroom observation is not equal. The second, when analysing the teachers' questions in the classroom, the writer did not examine the students' responses since the point of the study was the teachers' questions and tests. And the last is the number of teachers observed only three while there are more than three teachers of English Department.